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ABSTRACT

A brief history is given of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, and Nevada's plan for distribution of these funds is discussed. Procedures for determination of state apportionment for Nevada public schools are included, as are the beneficiaries of the special fund allocations. Basic objectives for educational programs and the problems encountered in developing these programs are cited. Two programs for Indian children in Nevada are described: (1) the Summer Educational Program for Southern Paiute Children and (2) The First Ones, an educational television series for all school children in Nevada. (Lesson plans and a teacher's guide for the series are included in the document.) Public Law 89-10 Title I programs serving Indian children in Nevada are listed, and school district news, financial reports for 1969-70, enrollment data, and results of the 5-year dropout survey conclude the report. (LS)

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ANNUAL REPORT

1969 - 1970

TO

UNITED STATES BUREAU OF INDIAN AFFAIRS

Prepared by

CHARLES H. POEHLMAN, COORDINATOR
Federal Relations and Programs Branch

INDIAN EDUCATION PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STATE OF NEVADA
DEPARTMENT OF EDUCATION

Burnell Larson, Superintendent of Public Instruction

Carson City
October 1970

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STATE OF NEVADA

Department of Education

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JAMES P. KILEY, DIRECTOR
CHAS. H. POEHLMAN, COORDINATOR
JAMES P. COSTA, CONSULTANT

October 15, 1970

Mr. W. Wade Head, Area Director
Phoenix Area Office
Bureau of Indian Affairs
P. O. Box 7007
Phoenix, Arizona 85011

Dear Mr. Head:

Enclosed in accordance with 62 I.A.M., Section 3.2.10-C is the Annual Report of the Indian Education Program, State of Nevada, Department of Education.

This Annual Report is for the fiscal year beginning July 1, 1969, and ending June 30, 1970, under Contract No. H50C-1420-6910 with an allocation of Johnson-O'Malley Act Funds to the State of Nevada in the amount of $141,500.00.

Respectfully submitted,

Chas. H. Poehlman

Chas. H. Poehlman, Coordinator
Federal Relations and Programs Branch

CHP:sm

Enc.

NARRATIVE REPORT ON JOHNSON-O'MALLEY PROGRAM
IN NEVADA
FOR FISCAL YEAR 1969-1970

In 1934 Congress enacted the Johnson-O'Malley Act, which enabled the Bureau of Indian Affairs to contract with states and local school districts for the education of Indian children. The Act appropriated funds for the administration of the program and for the payment of tuition to school districts which enrolled eligible children. The Act was especially timely, inasmuch as the United States was undergoing a severe depression, and the assurance of a subsidy payment served as an incentive to many school districts, particularly small rural schools.

In the State of Nevada, the Bureau of Indian Affairs followed a program of contracting with local school districts for the education of Indian children until 1947. At that time it was deemed advisable and advantageous to place the program on a State level with the State Department of Education. Under this procedure, a position of State Director of Indian Education was established in the Department of Education and under the jurisdiction of the State Board of Education, and charged with the responsibility for further integration of Indian children into the public school program.

In the mid 1940's, the State of Nevada, with the cooperation of the Nevada Indian Agency, instituted a program of integration, namely that of converting Bureau-operated day schools to public schools. Following the action taken on the Duck Valley Reservation in 1930, little or no effort was expended toward conversion of day schools until 1945, when the Indian residents of the Walker River Reservation petitioned for the consolidation of their three-teacher day school with the one-teacher public school located at the edge of town.

Indian parents on the Pyramid Lake Reservation, the following year, petitioned for arrangements to enable their children of high school age to attend the Fernley School, twenty miles distant. The successful operation of this venture prompted the parents to request extension to seventh and eighth grade students the following year. Within another year, the same group petitioned for the establishment of a public school on the Reservation to replace the day school. An interesting aspect in connection with the request of the Pyramid Lake Paiute Indians for a public school was the stipulation that it operate only through the first six grades, and that arrangements be continued for the education of seventh and eighth grade students at Fernley. The Indian parents were unanimous in their reasoning that in order to secure the best education possible, it was imperative for their children to have the earliest practicable opportunity to attend the school where they would constitute a minority of the total student body. For this reason, attendance of their children at a reestablished high school a shorter distance from home was vetoed by all parents, due to the fact that its enrollment would be predominently Indian. The advantage of associating with non-Indian children was considered to be a paramount factor.

Following the lead of earlier tribal groups, the remaining Indian reservation communities petitioned for establishment of public schools to replace the Bureau-operated day schools. Consolidation with nearby schools was followed wherever possible, and where this opportunity did not exist, public school districts were established. In some cases transportation to nearby school districts was instituted. Johnson-O'Malley State Contract Funds were used to eliminate any added cost to the school districts incidental to the education of Indian children, particularly those residing with their parents on tax-exempt trust lands. Grants were made for general support purposes, transportation aid and the operation of school lunch programs.

The final day school, located on Fort McDermitt Reservation, closed its doors at the end of the 1955-1956 school year. On the morning of September 4, 1956, 87 Paiute children, ranging in grades from one through ten, boarded two new school buses for the eight-mile trip to their new school in the town of McDermitt. Here, for the first time in their lives, most of the children would be attending a school with non-Indians. By the end of the first month the number of reservation children had increased to 105, out of a total enrollment of 156.

Today, only one Federally-operated school facility exists in Nevada--Stewart Indian School, located three miles south of Carson City. This school has an enrollment area covering five states.

At present the Johnson-O'Malley funds in the State are used exclusively for support of school lunch and special programs. Funds are allocated primarily to attendance areas through school districts through the Federal Relations and Programs Branch of the State Department of Education.

Eligibility for grants are based on the following:

a. Criteria established in the State Plan
b. Establishment of need for support of the school lunch program
c. Establishment of need for remedial and innovative programs to enhance the education of the Indian students (after all other sources of funding have been exhausted).

Current Conditions and Trends. In general the enrollment of Indian children in the public schools of Nevada has shown a continuing increase each year. The Average Daily Attendance has also improved yearly and the number of high school graduates has shown a corresponding increase.

The number of Indian children who go on to post high school training both academic and vocational is most rewarding.

The number of Indian parents taking an active role in the affairs of the schools that their children attend has appreciably increased within the last three years.

* * * * * *

NEVADA STATE PLAN
For The
DISTRIBUTION OF JOHNSON-O'MALLEY STATE CONTRACT FUNDS

PART A

The purpose of this Plan is to provide the basis and details for an agreement between the Bureau of Indian Affairs and the State of Nevada (the State as represented by the State Board of Education).

This agreement is based on the following major considerations:

1. The long-standing Federal Indian policy to develop public school opportunities for Indian children on the same basis as other children in the State.
2. Indian children now attend local public schools, except for those who attend Federal boarding schools.
3. Schools with large Indian enrollments from tax-exempt land areas of the districts are penalized in the financial ability to develop adequate programs for all children in the district without supplemental Johnson-O'Malley help, despite the State minimum guaranteed program.
4. Public Law #874 funds have reduced the need for additional Johnson-O'Malley subsidy for normal maintenance and operation funds of schools, but has not eliminated the need entirely.
5. Johnson-O'Malley funds do not duplicate Public Law #874 funds, but do supplement Public Law #874 funds on the basis of these unusual circumstances.
6. The need for school districts for supplemental Johnson-O'Malley funds to provide special services to Indian children, such as lunches, extra books and supplies, fees and other services that are not furnished by the district to all children, but are costs that are normally paid by the parent. Interim provision makes it possible for the districts to meet such costs for the present indigent Indian children, and at the same time to shift this responsibility to Indian parents as rapidly as they are able to assume same.
7. The need for limited funds available to the State to meet the truly exceptional and extraordinary costs that are known to exist in providing educational services to Nevada Indian children.
8. The need for minimum assistance funds to develop special needed programs in local schools with large Indian enrollments to promote their orderly adjustment in public schools.

The State, acting through the State Board of Education, and the State Superintendent of Public Instruction, agrees:

1. To provide education for all Indian children residing in the State of Nevada, except those enrolled in Federal schools, under the same terms and conditions as for all other citizens of the State.

2. To secure regular attendance of Indian children in public schools in accordance with the laws of the State and regulations promulgated by the Secretary of the Interior.

3. To allot to schools enrolling eligible Indian children all funds and aids to which public schools of the State are legally entitled.

4. To submit to the Bureau all estimates, operational budgets, and such other reports as may be requested.

5. To allocate funds provided under this Plan only to school districts that:

   (a) have eligible Indian children attending schools,
   (b) maintain standards of educational service equivalent to those required by the State,
   (c) levy taxes at a rate not less than the average of all school districts in the State, unless prevented from doing so by constitutional limitation, and
   (d) meet the special service needs and special program needs of Indian children to the maximum limit the funds will provide.
   (e) Provide evidence of consultation and approval of program by Indian representatives.

6. To allocate funds for the administration of this program as may be required to carry out these provisions adequately.

It is mutually understood that this Plan can be changed, altered, modified, amended or abrogated in whole or part by written mutual consent of the parties thereto.

It is mutually understood that any new Federal or State legislation that materially decreases or increases aid to school districts educating eligible Indian children would be cause to review and adjust the amount of funds provided under this Plan upward or downward as necessary.

PART B

Criteria governing eligibility of school districts for Indian education fund grants:

1. School districts which enroll Indian children who reside with parents or guardians on tax-exempt lands (Indian reservations or colony settlements) are eligible for grants-in-aid from the Indian Education Funds. (The above definition specifically excludes children of Civil Service employees of the Bureau of Indian Affairs).

2. The attendance of Indian children will be localized within the county district to those schools or attendance areas where the number of Indian children enrolled who meet the requirements stated above constitute a substantial percentage of the total enrollment in said school.

3. The Indian children enrolled, by reason of numerical ratio to total school enrollment; and by their residence on tax-exempt lands, the existence of which constitutes a burden on the school district; must present problems from the point of view of education and integration into the public school program, which require special attention or arrangements to insure regular and satisfactory attendance.

4. The school district must levy taxes for educational support (maintenance and operation) in accordance with established requirements of the State of Nevada governing financial aid to school districts, and at a rate not less than the average for all the school districts in the State, subject, however, to the overall constitutional limitation for maximum tax purposes, or unless administratively excepted by joint agreement between the State of Nevada and the Area Director, Bureau of Indian Affairs.

5. In any situation where it is deemed advantageous educationally to secure the enrollment of Indian children in a school or attendance area outside their own district, all such arrangements shall be made by and through the office of the superintendent of the local school district. Any Indian Education Fund payments made on the basis of such arrangement shall be paid to the home school district, which in turn, will contract with the enrolling district for the education of said children.

6. All school districts which enroll Indian students who meet the requirements for eligibility shall receive all funds and aids to which other public school districts in the State are entitled.

7. School districts and attendance area schools enrolling eligible Indian children shall secure regular attendance of these pupils in accordance with the laws of the State of Nevada.

PART C

Procedure for determination of Indian Education Funds grants:

1. Formal contractual agreements shall be executed by the Indian Education Division and the eligible County School Districts covering grants-in-aid.

2. Payments will be made from the Indian Education Fund to eligible school districts when it is determined there is a need for special services to Indian children, and after all other sources of revenue have been carefully considered and applied as necessary.

    (a) Indian children who participate in a school lunch program are expected to pay for their lunches if it is determined they are financially able to do so and when this requirement applies to all other children. It is recognized that some Indian children will be unable to pay for their lunches but there may be some who can make full or at least partial payment.

    (b) Other services, such as special teachers, counselors, community workers, special transportation, study halls, and summer school tuition and fees.

    (c) Payments may be made for certain non-recurring educational requirements when it is determined that they are necessary to meet the special needs of the school districts educating Indian children.

* * * * * *

PROCEDURES FOR DETERMINATION OF STATE APPORTIONMENT
FOR
NEVADA PUBLIC SCHOOLS

1. Determine average daily attendance for the best three months of the school year of:

    a. Kindergarten pupils multiplied by .6 - ______________
    b. Elementary and Secondary Pupils - ______________
    c. Handicapped Pupils - ______________

    TOTAL A.D.A. FOR APPORTIONMENT - ______________

2. Determine the product of total A.D.A. times the number of dollars per-pupil for the county school district:

Carson City -	$609	Lincoln -	$808
Churchill -	600	Lyon -	627
Clark -	560	Mineral -	594
Douglas -	600	Nye -	701
Elko -	621	Pershing	631
Esmeralda -	1,253	Storey -	1,023
Eureka -	934	Washoe -	569
Humboldt -	645	White Pine -	641
Lander -	658		

    GUARANTEED BASIC SUPPORT - $______________

3. Subtract Local Responsibility:

    a. Proceeds of 70¢/$100 local ad valorem tax $______
    b. Proceeds of local origin 1¢ school sales tax - $______

    TOTAL LOCAL RESPONSIBILITY - $______________

    STATE RESPONSIBILITY - $______________

In addition to the guaranteed basic support as determined above, the local district has available the following financial resources:

a. Proceeds of permissive ad valorem tax rate not to exceed 80¢/$100.
b. Proceeds from motor vehicle privilege tax and county utility franchise tax.
c. Receipts from P. L. #874 for federal impact children.
d. Share of federal wildlife and forest receipts.
e. Federal, state, and other grants (PL #864, ESEA, Vocational, Driver Education, etc.).
f. Miscellaneous sales and fees.

* * * * * *

SPECIAL FUND ALLOCATIONS

CHURCHILL COUNTY SCHOOL DISTRICT

A grant of $4,608.00 was made to cover salary costs for Teacher Aides.
$1,000.00 was granted to assist in maintaining a Speech Therapist.
$4,149.15 was granted to cover transportation costs in bussing Indian children from the Indian colony to Kindergarten. TOTAL - $9,757.15.

CLARK COUNTY SCHOOL DISTRICT

A grant of $69.00 was made to cover tuition costs for Colleen Patrick.
Transportation costs for bussing Las Vegas Colony Indian children to kindergarten was granted in the amount of $1,300.57.
A grant of $18,500.00 was made to provide a pilot Special Summer School Program at the University of Nevada, Las Vegas, for Indian parents and children residing in this area. - TOTAL - $19,869.57.

DOUGLAS COUNTY SCHOOL DISTRICT

Three participants were reimbursed for tuition and travel expense to the Indian Workshop at Pocatello, Idaho in the amount of $462.40.
TOTAL - $462.40.

ELKO COUNTY SCHOOL DISTRICT

A grant of $2,000.00 was allowed to maintain a Study Hall at Elko.
$3,240.00 was granted to maintain a Teacher Aide at Owyhee.
A grant of $6,766.00 was made for the salary of a Special Education Teacher.
A final grant of $1,680.00 was made to cover Owyhee Band uniforms.
A grant of $600.00 was made for use in purchasing materials for the Miami Linguistic Reading Program.
The Student Body Fund of Owyhee was granted $650.00.
A grant of $240.00 was made to the Owyhee Attendance Area to receive National School Assemblies.
Subscriptions for "Know Your World" and "You and Your World" were ordered for use by the Owyhee Schools at a cost of $150.00. - TOTAL - $15,326.00.

HUMBOLDT COUNTY SCHOOL DISTRICT

Zelma Nutting was reimbursed $152.00 for her expenses at the 1969 BIA Workshop.
$1,836.62 was granted for use by the McDermitt Student Body Fund.
A grant of $500.00 was made to purchase library books whose titles involved stories about Indians for McDermitt Schools.
For the McDermitt Band: A grant of $2,000.00 was made towards the Band instructor's salary; $1,000.00 for band instruments; and $550.00 for the purchase of consumable music supplies.
A grant of $2,000.00 was made towards a Counselor's salary.
Three teacher aides of Indian descent were hired with a grant of $8,910.00.
A grant of $705.00 was made for the purchase of TV monitors; $259.00 for TV tapes; and $91.00 for installation supplies.
Towards the Kindergarten: $3,500.00 was granted towards the salary of a kindergarten teacher; $1,000.00 for supplies; and $3,000.00 for rental space.
Subscriptions to "Know Your World" and "You and Yours World" were ordered for the McDermitt Schools in the amount of $63.75. - TOTAL - $25,567.37.

LYON COUNTY SCHOOL DISTRICT

$130.00 was granted for payment of tuition for Eileen Anderson to attend a cultural workshop.
A grant of $673.00 was made to assist Pyramid Lake Indian youth at Fernley in the Student Body Fund.
A grant of $359.45 was made for use in purchasing library books which are Indian oriented.
Subscriptions to "You and Your World" were ordered for Fernley School Indian youth in the amount of $18.75.
The Fernley Industrial Arts Program was granted $350.00 which would aid Indian youth.
Two participants were reimbursed tuition and travel costs to attend the Indian Workshop at Pocatello, Idaho, in the amount of $176.60. - TOTAL 1,707.80.

MINERAL COUNTY SCHOOL DISTRICT

The Schurz Student Body Fund was granted $1,000.00.
A grant of $300.00 was made so that the Schurz School could purchase library books on Indians.
Subscription costs in the amount of $7.50 was paid so that Schurz school children could enjoy the reading of "Know Your World."
The Kindergarten teacher's salary was partially covered by a $899.00 grant. TOTAL - $2,206.50.

Special Fund Allocations - continued

NYE COUNTY SCHOOL DISTRICT

The Yomba School Attendance Area and the Duckwater Attendance area were each granted $500.00 for the purchase of library books pertaining to Indian culture.

Also, grants of $500.00 each was made for field trips for the Yomba and Duckwater attendance areas.

Two participants were reimbursed tuition and travel costs of $176.00 to attend the Indian Workshop at Pocatello, Idaho. - TOTAL - $2,176.00.

WASHOE COUNTY SCHOOL DISTRICT

A grant of $3,000.00 was made so that an evening study center for Indian students could be maintained at the E. Otis Vaughn Junior High School in Reno.

$2,393.73 was granted to cover transportation costs for Indian children to kindergarten from the Colony.

Reimbursement of $144.20 was made to one participant's travel and tuition costs to the Indian Workshop at Pocatello, Idaho. - TOTAL - $5,537.93.

* * * * * *

Basic Objectives -

To ensure that the State provides education for all Indian children residing in the State of Nevada, except those enrolled in Federal schools, under the same terms and conditions as for all other citizens of the State.

To ensure that the State secures regular attendance of Indian children in public schools in accordance with the laws of the State and regulations promulgated by the Secretary of the Interior.

To ensure that the State allots to schools enrolling eligible Indian children all funds and aids to which public schools of the State are legally entitled.

To provide every opportunity to Indian children in the State that will enable them to achieve their potential as first class citizens with the necessary skills for a successful life subject to the individuals' desire to take advantage of these opportunities.

It is felt that these objectives are being met to an ever increasing degree through the judicious administration of the Program.

Problems -

Several problems still exist as to the education of Indian children in the State to a varying degree:

(a) More Indian parental participation and interest in the educational programs their children participate in.

(b) Additional and more accessible preventive medical services for Indian school children.

(c) Increased availability of text books and instructional materials which treat the role of the Indian objectively.

(d) Approval of available training facilities within the State by the Employment Assistance Program.

(e) An increase in available funds for grants for higher education.

(f) Increased economic opportunities on the reservations.

(g) Relaxing of some provisions of the Johnson-O'Malley legislation in order to be able to service Indian children off the reservations and colonies, i.e., first five years as Migrant Program legislation does.

The greatest problem remains the number of dropouts and the above mentioned items are all contributing factors in our judgment.

PREFACE

The Summer Educational Program for Southern Paiute Children was developed as a result of the great concern of the Las Vegas Band of Paiutes and the Moapa Band of Paiutes for the education of their children.

This proposal is an endeavor to assist these parents in providing educational opportunities for their children. The tribal councils were actively involved in the development of all aspects of the program. There will be continual participation in the program through the development of an Advisory Council composed of the tribal chairmen from both tribes, the director of the program, and a member of the tribal council and/or a parent from each group.

During the development of this proposal, the following Paiutes provided a great deal of assistance and encouragement.

Moapa Band of Paiutes
- Preston Tom, Tribal Council Chairman
- Loretta Mike, Secretary
- Louella Tom
- Alfred Samalar
- Sherman Levi
- Emmett Ben
- Shirley Bow Lane

Las Vegas Band of Paiutes
- Kenneth Anderson, Tribal Council Chairman
- Angela Sanchez, Secretary
- Geneva Anderson
- Belinda Anderson
- Maureen Frank
- Betty Escobar
- Coleen Patrick

In addition to the support demonstrated by the individual members of both tribes, the program has been endorsed by a local member of the Indian Affairs Commission.

National support has been received from various Senators and Congressmen serving as members of the Indian Education subcommittee.

This proposal has been developed by the Southern Paiutes for the Southern Paiutes. The parental involvement component developed as a result of the parents desire to become better acquainted with the school and its relation to themselves and their children.

SUMMER EDUCATIONAL PROGRAM
FOR
SOUTHERN PAIUTE CHILDREN

INTRODUCTION

On March 6, 1968, President Lyndon B. Johnson ushered in a new era in Indian education with an unprecedented message to Congress outlining the plight of the American Indian Minority. This message called for a program that would stress Indian self-determination and promote cooperative self-help so that "the Forgotten Americans" could participate fully in the American way of life.

However, the United States Senate sub-committee for Indian Education, after extensive study, recently disclosed that Federal efforts to provide American Indians with quality education have, for the most part, been total failures. Federal policies for educating American Indians have not offered Indian children an educational opportunity that can even approach that of the majority of American children.

The lack of research on which to assess the Indian's potential or to elucidate his singular need make it extremely difficult to evolve plans for his formal education. There are no sure criteria or standards on which to base judgments of the curriculum most helpful in assisting Indian children to adjust to the dominant culture. There is no body of data based on research specifically compiled for Indian children.

The proposed program was designed to provide an educational opportunity to the participating Indian students through remediation, enrichment or a combination of these, depending upon the status of the individual prior to the start of the program. In other words, the program emphasizes working with the Indian child at his level of competence rather than fitting the child into the pre-conceived mold established by middle-class oriented school districts.

The classroom atmosphere during this program will be one to motivate children who are culturally apart from middle-class standards. This will be accomplished by providing a relaxed situation in which the Indian child is made aware that his culture can serve as the basis of a successful, happy life in another culture. The cultural differences will be used to strengthen the entire school community, rather than to serve as a dividing force. The Indian cultural heritage is an asset that will be used to advantage in the instructional setting. The background of the child will be respected and made the subject of serious study. The classroom will be made a place where conflicting cultures synthesize rather than polarize.

The everyday world in which the Indian child is living will be made relevant to the work of the classroom in order that the child's world may become more meaningful with respect to school.

Consideration of individual differences and recognition of the importance of motivation will be major themes of the program. An awareness that Indian motivation is subject to group values is essential to carry out this theme. This group unity will be initially utilized to provide the structure and support as well as the security necessary to enable these children to develop and capitalize on their personal motivation to succeed and to have this motivation accepted by the members of their peer group. The educational instruction will be designed to allow students to begin at a level commensurate with their ability and to proceed at their own rate to a higher level of attainment with dignity and respect for any gains that may be made regardless of size shown by the instructional staff.

The instructional process will proceed creatively rather than with strict adherence to the orthodox methods ordinarily employed in public schools. A creative approach means that the children will work with materials and concepts that are familiar to their culture and environment. These materials and concepts will be made relevant to the dominant culture to enable the child to realize that the two cultures may become compatible. The lack of successful methodology in working with Indian children in the public schools necessitates such an endeavor. Too many Indian pupils are either above the general age level for their respective classes, or are below academic norms. The drop-out rate among Indians, ranging from 60 percent in some areas to 90 percent in others, is greater than that of their non-Indian peers. Almost all of the few studies that have been conducted with Indian children indicate a definite weakness in the areas of language arts and mathematics as evidenced on standardized tests.

This investigation will be concerned with these two important areas with the following purposes in mind: (1) To assist each Indian child to achieve his threshold of intellectual and practical understanding of himself and the world around him; and (2) To provide the cornerstone for the disciplines of future formal learning in the regular classroom setting.

More specifically, a number of educational outcomes may be determined:

1. The Indian children will demonstrate evidence of measurable growth or gains in basic skills in mathematics and language arts.

2. The Indian children will demonstrate an ability to function better with themselves and others.

3. The Indian children will demonstrate cognitive-connative-affective growth.

4. The Indian children will realize a sense of gratification from a variety of learning experiences designed to encourage competence, belonging and usefulness.

OBJECTIVES FOR THE PROGRAM

To provide the basis for a program of this nature, two professional educators, one a specialist in elementary mathematics and the other an elementary reading specialist in the College of Education, University of Nevada, Las Vegas, developed several, broad, encompassing objectives. More specific, detailed weekly and daily objectives will be developed by the instructors in conjunction with the consultants previously mentioned. These specific objectives will be based upon the instructor's understanding of Indian children and their learning problems in the areas of reading and mathematics.

The general objectives are:

I. Mathematics

A. Students will be able to explain and solve problems involving the four basic operations with whole numbers at a level consistent with a normal intellectual development for their given age.

B. Through participation in a laboratory-type situation students will experiment with concrete materials leading to the discovery of the basic concepts of geometry and measurement.

II. Reading

A. Students will be able to listen attentively and vocalize their experiences and they will be able to express themselves clearly and distinctly.

B. Students will be able to use picture and context clues; to recognize words in isolation; and to understand the concept of the printed symbol.

C. Students will demonstrate the ability to identify sounds from the environment and to utilize these experiences in learning to read.

III. Parental Involvement

A. The parents of these children will achieve a greater understanding of the role and function of the school and their relationship with it.

B. The parents of these children will demonstrate the ability to prudently utilize the concept of money management in order to achieve maximum benefits from defined income levels.

TRIBAL AND STAFF RESPONSIBILITIES

1. Advisory Council

To facilitate a program such as this, and to coordinate its activities an advisory council will be established. This advisory council will consist of the director, the tribal chairman from the Las Vegas Band of Paiutes and the Moapa Band of Paiutes, and a representative of each of the tribal councils or a parent from each of the groups.

The advisory council will:

1. be fully involved in the development of the program.
2. coordinate the activities of the program.
3. coordinate the selection of the parents to be involved in the program.
4. participate in the continuous evaluation of the program.
5. assist in securing the active participation of other community agencies in the program and in making these agencies more responsive and relevant to the needs of the Indians.

2. Director

The director will:

1. serve as the liaison agent with the Nevada State Department of Education.
2. represent the University in all affairs involving the Summer Educational Program for Southern Paiute Children.
3. make all major decisions, generation of policies and changes in same.
4. work closely with the program's advisory council.
5. hire consultants, instructors, evaluators, and ancillary staff such as a secretary and the aides needed to implement program operations.
6. coordinate the efforts of the consultants, instructors and aides.
7. coordinate the activities of the volunteer personnel such as counselor-trainees, undergraduate and graduate student aides.
8. meet with the consultants and instructors one month prior to the start of the program to coordinate activities and assessment plans.

9. coordinate the gathering of appropriate information from the cumulative records of the children involved.
10. maintain a cumulative record folder on each of the participants.
11. construct, administer, score and record the necessary tests that will be needed for the pre- and post-evaluations of the students and their parents in conjunction with the consultants.
12. meet for one hour each week with the consultants and instructors to evaluate the progress of the program.
13. oversee the evaluation of the program and all of its components.
14. direct public relations and news releases concerning the program.

3. Instructors

Three instructors, one in mathematics, one in reading, and one in money management will be employed. These instructors will:

1. be responsible to the director.
2. work closely with the consultants in their respective fields.
3. prepare weekly and daily objectives that will be an integral part of the overall, general objectives of the program in conjunction with the consultants.
4. generate and implement instructional strategies and techniques applicable to Indian children.
5. create and use teaching-learning instrumentalities that may be utilized at a later date by the participants.
6. relate the logical structure of subject matter to the psychological constructs of the learner in the teaching-learning process.
7. meet with the director and consultants one hour each week to discuss and evaluate the progress of the program.

4. Consultants

Dr. Rosemary Anderson, a specialist in elementary mathematics, and Dr. Thomas Wilson, an elementary reading specialist, both of the College of Education, University of Nevada, Las Vegas, will serve as the instructional consultants to the program. They will:

1. be directly responsible to the director of the program.
2. assist the director in the development of test instruments to be used in the pre- and post-assessment.

3. confer with the two instructors concerning the weekly and daily objectives of the program.
4. meet one hour each week with the director and the instructors to discuss and evaluate the progress of the program.
5. be available throughout the duration of the program to offer any assistance that may be required by the director or instructors.

5. Evaluation Monitors

These monitors will:

1. be directly responsible to the director.
2. meet with the director and instructors to discuss the weekly and daily objectives, the methods and materials to be utilized.
3. determine whether or not these objectives have been met and the proper procedures followed as planned.
4. prepare a detailed evaluation at the completion of the program.

6. Secretary

A qualified clerk-typist will be employed to serve on a full-time basis. An Indian girl from one of the participating Bands of Paiutes will be employed in this capacity. She will:

1. be directly responsible to the director.
2. handle all correspondence pertinent to the program.
3. type and duplicate all instructional materials required by the staff.
4. handle any telephone calls pertinent to the program.
5. type any news releases concerning the program.
6. type the material for the brochure to be published at the completion of the program.

7. Aides

Nine aides will be employed in the program as follows:

1. Four instructional aides, two in mathematics, and two in reading. One aide in each of these areas will be an Indian so that they will be able to utilize their basic skills in these areas to assist children in their home environment after the completion of the program.

2. Three recreation aides. Two of these aides will be physical education majors with an emphasis on recreation. The third aide will be an Indian who

will be able to use what knowledge he gained through working in the program for providing recreational programs in his home setting after the completion of the program.

3. Two nursery aides, both Indians, will be employed to care for the small children of the parents who can commute daily to participate in some aspects of the program.

The nine aides will:

1. be directly responsible to the instructors or director as in the case of the recreational and nursery aides.
2. correct papers, in the case of the instructional aides, and make recommendations for changes in instructional programs.
3. perform any duties deemed necessary by the instructor or director for the betterment of the program.

8. Other Personnel

1. Counselor-trainees: Two graduate students in the Student Personnel Services program will be used in the program. They will:

    a. be under the supervision of the director.
    b. consult with parents and instructors when called upon to do so.
    c. keep a classroom observation log for program evaluation purposes.
    d. select several cases at random and follow them throughout the program.

2. Undergraduate and Graduate Student Participation: Members of several classes such as the undergraduate and graduate Human Growth and Development classes and the graduate Reading classes will be utilized as tutors during the program, primarily during the supervised study periods early in the evening. These students will:

    a. be directly responsible to the instructors.
    b. assist both the children and their parents in the subject areas.
    c. report any progress or deficiencies to the instructors at regular intervals.

DESCRIPTION OF PLANNED PROGRAM

Thirty Southern Paiute Indian children, grades 2-6, from the Las Vegas Band of Paiutes and the Moapa Band of Paiutes and their parents will be participants in this program.

The educational program will be implemented during the first summer session of 1970 at the University of Nevada, Las Vegas campus. The instructional program will be conducted by two elementary school teachers from the Tuba City Elementary School, Tuba City, Arizona. These two teachers are Indians who have recently completed an internship program with the Teacher Corps. Both have been trained in elementary education and have taken courses dealing with the teaching of Indian children.

The Indian children and their parents will reside in the college dormitories. They will eat their meals in the cafeteria and have the use of available university facilities. The instructional component of the program will be conducted in an elementary school in the vicinity of the University. It was felt that the physical structure of the elementary school, with its recreational area and child size equipment in the classrooms would be far more appropriate than a college classroom.

The children and their parents, while involved in the program, will be fully covered for insurance purposes by the Hartford Insurance Company. This coverage includes hospitalization and death benefits.

A bus will be provided on Friday evenings to transport those who wish to do so to their homes in the Las Vegas Colony or on the Moapa Reservation for the weekend. The bus will return these children and their parents to the UNLV campus on Monday morning.

The program consists of four components: (1) instructional; (2) recreational; (3) parental involvement; and (4) medical and dental. A description for each of these components is as follows:

1. Instructional:

   It should be noted that throughout this instructional component, the parents are directly involved in the classroom instruction. These parents will strengthen their own fundamental backgrounds and learn to assist their children with their work once the program is completed. The parents will have the opportunity to discuss and participate in the classroom activities with the teacher immediately following the instructional sessions.

Since the children and their parents are residing on campus in the dormitories, a specific time will be allocated for supervised study. Students from the undergraduate and graduate programs will be utilized as tutors during this supervised study period.

Prior to the program, the director will contact the elementary schools in which the Indian children are presently enrolled to obtain needed information from their cumulative records. Information such as family background, academic records, test results, and any other pertinent information will be needed to properly assess the academic standing of the children in their respective schools.

The director and the two consultants, Drs. Anderson and Wilson, will meet with the two instructors at least one month prior to the beginning of the program to discuss the information obtained from the cumulative records. At this time the plans for additional assessment will be made in Reading and Mathematics. Following this meeting, the assessment will take place under the supervision of the director.

The reading ability of the children will be determined by administering an Informal Reading Inventory developed by Dr. Thomas Wilson. This inventory will consist of words, pictures, and stories appropriate for children with reading levels of pre-primer through grade seven. The content of the inventory will be composed of material that is familiar to the students and the environment in which they live. Dr. Wilson will administer, score, and interpret this inventory.

In addition to the Informal Reading Inventory, reading ability will be assessed by constructing a test that contains items similar to those in the California Achievement Test that meet the objectives defined in the program in the area of reading. This test will be constructed by the director, a qualified tester, in conjunction with the consultants. The director will administer, score, and record the results of this test.

The mathematical ability of the students will be assessed by the administration of a test constructed of items similar to those of the California Achievement Test and California Test of Mental Maturity that apply to the mathematics objectives of the program. This test will be constructed by the director in conjunction with the consultant. The director will administer, score and record the results of this test.

A cumulative record folder will be kept for each child participating in the program and all pertinent information will be placed in this folder. This record will be maintained by the director and will be available to the instructors, consultants, aides, counselors and evaluators, for their use in providing the best possible educational opportunities for the child.

A. Reading--Since the curriculum in the public school is based upon the premise that children can speak and understand English, the Indian child must be taught the significance and meaning of English words as they relate to cultural concepts, both his own and of the society in which he will be living. For many Indian children there is little or no realization that oral sounds have counterparts in symbols on a piece of paper.

   To attack this problem, an instructor and two aides will work with the children and their parents for one hour each day. The aides will consist of one student in elementary education and one Indian with the ability and interest to work with elementary aged children.

   With the information gathered from the cumulative records and the preliminary assessment conducted just prior to the start of the program, a sequential program will be developed for each of the children, depending upon the needs of each. The Language Experience Approach will be used throughout the program to enable the children to work with ideas of their own choice. For example, a child may wish to write a story about the farm equipment used on the Reservation. This story would then serve as a reading text for the child. At the completion of the program the children will have developed their own textbooks.

   In order to provide the attention and supervision that these children and their parents will require, the children will be placed into two groups of fifteen students. In addition to the instructor and the aides working with the children, the older, more advanced students in the class will be used to assist those in the class who are not as adept as they are in reading.

B. Mathematics--This phase of the instructional component is similar in organization to that of the reading phase. An instructor will have two aides to assist him. As in the reading phase, one of these aides will be an elementary education student at UNLV. The second aide will be an Indian who has a command of the basic skills in mathematics.

   With the information gathered from the cumulative records and the preliminary assessment conducted just prior to the start of the program, an individualized sequential program will be provided for each pupil. However, before this can be done, an oral evaluation will be carried out in order to establish a base line. This is extremely important in mathematics and the instructor will utilize the two-day period prior to the start of the actual program to conduct such an oral examination. The child will be asked to write, orally answer, and to perform in a mathematical concept. An example of this is: (1) the child will be asked to write how much 2 and 2 equals, (2) the child will be asked to describe a situation in which you would use 2 + 2, (3) the child will be asked to demonstrate with blocks how the problem would look.

In order to count, an individual must have (1) the terminology (names), (2) number sequence, and (3) the matching idea (one to one correspondence). All three are essential. An oral evaluation of this sort will enhance the assessment both in the pre- and post-testing situation.

The instructor and his aides will work with the children and their parents for one hour each day. As in the reading phase, the children will be placed into two groups of fifteen students to facilitate assistance and supervision. The older, more advanced students will be utilized as to assist those having difficulty.

The instructor will use small group instruction to complement the individualized programs. Manipulative materials, such as the mathematical balance, will be employed with all of the children, grades 2-6. This will enable the students to deal with concrete objects while developing the necessary basic skills. All of the children, regardless of their level of attainment at the outset of the program will work with concrete things. They will then move to semi-concrete materials and finally to abstractions, if possible. This procedure will allow for individual differences as they occur.

In the case of both reading and mathematics, a continuous evaluation will be carried out each week to determine whether or not the weekly objectives have been met. With an individualized approach of this nature, continuous evaluation is a necessity.

2. Recreational

A. Formal Recreational Program--The recreational component of the program will be conducted by students from the Department of Physical Education whose emphasis is in the field of recreation. They will work in conjunction to the University during the day and participate in some of the activities.

In order to insure adequate supervision of the children and to provide as many parents with the opportunity to participate in the program, ten parents will be in attendance at all times throughout the five week period. These parents will each receive a stipend of $25.00 each week. The hope is that as many parents as possible will become involved during the duration of the program.

Because many of the Indian mothers have smaller children at home who will not be involved in the program, a nursery will be established on campus so that these mothers may leave their children while they are participating in the program. Two Indian women will be employed as aides to direct this nursery under the supervision of the project director.

To further assist the parents in becoming aware of their role in the school, counselor-trainees will be available to provide the services they may require. These counselor-trainees, under the supervision of the program director, will also be available to assist the instructors whenever necessary in matters of personal, social, and educational development.

In addition to participating in the instructional and recreational components of the program, there will be a special program for the parents. While the children are participating in the recreational component, the parents will be attending seminar-type classes of the following nature: sessions with principals, teachers, counselors and other related school personnel. The intention of these one-hour sessions is to better acquaint the parents with the functions and activities of the school, such as discipline, test results, report cards, P.T.A., etc. An attempt will be made to provide these Indian parents with a better understanding of the school so that they might become more involved with the school as it concerns their children.

No particular content will be prescribed. It is hoped that interaction will take place within the group, and that the hourly session will be self-generating. A counselor-trainee under the supervision of the project director will serve as facilitator of the group.

The director will develop and administer a parental attitude inventory that will be used as a pre- and post-measure of the attitude of the parents toward the school.

A second phase of the parental involvement component of the program will deal with a seminar-type session concerning money management. An instructor will meet with the group of parents for one hour each day to discuss, in a practical manner, ways of handling family finances, such as check writing, and maintaining a family budget. This is an area of great concern among the Indians and warrants attention.

4. Medical and Dental

A medical and dental component has been included as an integral part of the program. Medical and dental problems have an affect on learning and there is a high incidence of such problems among Indians.

During the first days of the program, each child will be given a complete medical and dental examination.

The dental examination will be conducted by Alonzo A. Wright, D.D.S. Dr. Wright will provide visual inspection and X-rays for all children as well as a fluoride treatment.

The medical examination will be conducted by Dr. John Crear, and will include: a tuberculosis skin test, visual inspection of the trunk and extremities, check for heart, lungs, hernia and eye disorders.

If either the medical or dental examination discloses any problems, major or minor, a full report of the diagnosis and prognosis will be forwarded to the director of the program. In such cases the director will refer the problems to Dr. John McBride, Director, Indian Health Service at Schurz, Nevada for appropriate action.

DISSEMINATION OF FINDINGS

It is the belief that one of the major problems in programs of this nature is the lack of dissemination of the findings. Therefore, a detailed brochure will be published upon completion of the program. A pilot study of this nature may provide valuable information and procedures that could successfully be used in similar programs throughout the State of Nevada or elsewhere

EVALUATION

The overall strategy of the evaluation process is to identify and monitor, on a continuous basis, the potential sources of success and failure in a program. These include pre- and post-testing with pre-determined instruments, individual and group counseling, classroom observations and logs, and selected cases, randomly selected and followed.

Another aspect of the evaluation will involve the development of materials, logistics, understanding of and agreement with the intent of the program by persons involved in it and affected by it. The adequacy of resources, physical facilities, staff and time schedules will all undergo scrutiny.

The obvious intent of any evaluation is to determine the effectiveness of a program, its methods and products after a full cycle of operation. Evaluation seeks to relate outcomes to program objectives, content, input, and development, that is to measure and interpret outcomes.

To facilitate such an evaluation, an observer will continually monitor the program to determine whether or not the instructors have met their weekly objectives and have utilized the methods and materials they described in their weekly and daily plans. A formal evaluation such as testing, will be conducted each Friday to determine how well the objectives have been met. If deemed necessary by the observers, the director, the instructors, and the consultants, the design will be modified so that the material may be repeated in order that the described objectives may be met. A flexibility of scheduling will be maintained to allow for such modification.

Essentially, the evaluation for each of the components is as follows:

1. Students

Reading:

A. The students will be administered an Informal Reading Inventory, both as a pre- and post-test.

B. They will also be given a test composed of items similar to those in the California Achievement Test that meet the objectives of the program to be developed by the director in conjunction with the consultant. This test will be administered prior to the start of the program and at its completion.

C. Teacher-made tests, based on weekly objectives, will be given each Friday to determine whether or not these objectives have been met.

D. Classroom observations and logs will be maintained by the counselor-trainees and selected cases will be randomly selected and followed.

Mathematics:

A. A test composed of items similar in content to those of the California Achievement Test and the California Test of Mental Maturity that meet the objectives of the program will be constructed by the director in conjunction with the consultant. This test will be given prior to the start of the program and again at the program's completion.

B. An oral,written, and performance test will be given by the instructor to all children at the beginning and at the conclusion of the program.

C. Teacher-made tests will be given each Friday to determine whether or not the weekly objectives have been met.

D. Classroom observations and logs will be maintained by counselor-trainees and selected cases will be randomly selected and followed.

2. Parents

A. The parents will be given as a pre- and post-measure, an attitudinal inventory, constructed by the director, to determine their attitudes toward the various aspects of the school.

B. Counselor logs will be maintained by the counselor-trainees and cases, randomly selected will be studied.

* * * * * * * *

THE FIRST ONES **

For many centuries before the White Man even knew of the existence of North America, the Great Basin region was the home of a peaceful people who were resourceful and self-reliant.

The Indians of today who are, like every other American, part of our growing, changing society, are the direct descendants of those early people.

These programs are their story and that of their ancestors--THE FIRST ONES.

**

These are the lesson plans to accompany an educational TV series sponsored by the Johnson-O'Malley Program for all school children in the State of Nevada.

TEACHER'S GUIDE

TO

"THE FIRST ONES"

"CROSSED PATHS"

Using the travels of John C. Fremont around Pyramid Lake in 1844 as a vehicle, this program presents the ways of survival of an unwarlike people in the harsh environment of the Nevada desert.

CONCEPTS (significant ideas):

1. Man's basic survial needs are food, shelter and clothing.
2. Man must draw from his environment to meet his needs.
3. Man adapts to environment.
4. Man modified his environment.

SUGGESTED PRE-VIEWING ACTIVITIES:

1. List the following words on the chalk board or on a chart. Discuss pronunciation, definition, spelling, etc.

   frame
   mats
   twining
   conical
   parching
   burden
   coarse
   fine
   chaff
   winnow
   pinenut

   warp
   weft
   woof
   willow
   weaving
   obsidian
   rockchuck
   marmot
   singe
   barbecue

   tule
   mudhen
   marsh
   cattail
   diary
   diverted
   irrigation
   geology
   pyramid
   mouth (river)

   hare-skin
   robe
   slash
   jerky
   Paiute
   Shoshone
   Washoe
   pottery
   sagebrush
   desert

2. Make a map of the Western States showing the Great Basin.
3. On your Great Basin map show location of pleistocene lakes and their present day remnants.
4. Make a list of Indian Tribes living in Nevada today.

5. On your Great Basin map indicate the location of the following:

   Carson Sink
   Great Basin
   Walker Lake
   Truckee River
   Humboldt River
   Pyramid Lake
   Black Rock Desert

6. Do research to find out who John C. Fremont was and why he was historically important.

7. Read the following edited excerpt from Fremont's Journal to the class:

   "We continued our reconnaissance ahead, pursuing a south direction in the basin along the ridge.... We reached the end of the basin where we found, in a hollow of the mountain which enclosed it, an abundance of good bunch grass....... We continued our way up the hollow, intending to see what lay beyond the mountain. The hollow was several miles long, forming a good pass; beyond, a defile between the mountains descended rapidly about two thousand feet, and filling up all the lower space was a sheet of green water, some twenty miles broad. It broke upon our eyes like the ocean.......At the western end it communicated with the line of basins we had left a few days since; and on the opposite side it swept a ridge of snowy mountains, the foot of the Great Sierras. The position of the lake at first inclined us to believe it Mary's Lake, but the rugged mountains were so entirely discordant with Mary's Lake and its low rushy shores and open country, that we concluded it to be some unknown body of water, which it afterward proved to be......

   The next morning.........we encamped on the shore, opposite a very remarkable rock in the lake, which had attracted our attention for many miles. It rose, according to our estimate, six hundred feet above the water; and, from the point we viewed it, presented a pretty exact outline of the great pyramid of Cheops. Like other rocks along the shore, it seemed to be encrusted with calcareous cement. This striking feature suggested a name for the lake, and I called it Pyramid Lake........The elevation of this lake above the sea is four thousand eight hundred feet higher than the Great Salt Lake, from which it lies nearly west, and distant about eight degrees of longitude. The position and elevation of this lake make it an object of geographical interest. It is the nearest lake to the western rim, as the Great Salt Lake is to the eastern rim, of the Great Basin which lies between the base of the Rocky Mountains and the Sierra Nevada......."

VIEWING ACTIVITIES

1. Have the children watch and listen to find out what plants and animals were used by the Paiutes in adapting to their environment.

2. Watch and listen to learn about two different ways in which Indians used baskets for cooking.

3. Look for information concerning the different kinds of building materials used by the Indians for houses.

4. Watch for the different ways in which willow is prepared for making baskets.

5. Look for information about how Indians preserved meat or fish.

6. Try to say the Paiute words with Mrs. Wheat and Wuzzie George.

POST VIEWING ACTIVITIES

1. Do research and talk to people in your community to find out what the Indians in your area used for food, shelter and clothing. Make a bulletin board display of actual samples of these materials.

2. Have members of class discuss how Indians cooked in baskets. Draw from them the differences in the techniques of parching and boiling.

3. Have members of the class describe how the Indians roasted meat (e.g. marmot).

4. Do research to find out how preserved meat and fish was prepared in order to be edible.

5. Invite knowledgeable people from your community to come and talk to the class about the Indians.

6. Gather willows and prepare them for weaving as described in the program.

7. Make models of different kinds of Indian houses either using or simulating the different kinds of materials in each.

8. Have members of the class make pictures or a mural depicting the various aspects of Paiute life.

9. Write a class letter to Mr. James Calhoun at the Nevada State Museum telling about the kind of Indian study activities in which your class has been engaged and what kinds of materials you would like to see included in future museum displays and study kits.

10. If you know of Indians or other people in your area whose knowledge and/or skills should be included in other videotapes of this series, please write a letter to the Nevada Educational Communications Commission, Carson City, Nevada 89701.

RESOURCES

Books:

Nevins, Allan, ed. Narratives of Exploration and Adventure New York: Longmans Green & Co., 1956

Poehlman, Charles H., ed. Know Your Nevada Indians Carson City: Nevada State Department of Education, Reprint 1970

"Pyramid Lake; Home to the Paiute Indians", Nevada Highways and Parks, Volume 17, No. 2, 1957; pp. 4-7

Reed, Flo, ed. Uses of Native Plants by Nevada Indians Carson City: Nevada State Department of Education, 1967

Scott, Lalla. Karnee, A Paiute Narrative Reno: University of Nevada Press, 1966

U. S. Department of Interior, Bureau of Indian Affairs. The Northern Paiutes of California and Nevada, by Ruth Underhill. Washington, D. C.: U. S. Government Printing Office, 1941

Wheat, Margaret M. "Pinenut Hunt" Nevada Highway Volume 18, No. 2, 1958; pp. 10-13

Wheat, Margaret M. Survival Arts of the Primitive Paiutes Reno: University of Nevada Press, 1967

Wheeler, Sessions S. Desert Lake: The Story of Nevada's Pyramid Lake Caldwell, Idaho: Caxton Printers, 1967

Wheeler, Sessions S. Paiute Caldwell, Idaho: Caxton Printers, 1964

Places:

Local County and City museums and historical societies

Neighboring trading posts

Nevada Historical Society, Reno - Display cases of baskets and other Northern Paiute crafts

Nevada State Museum, Carson City - Display cases, dioramas, life-size wax figures, photographs, etc.

TEACHER'S GUIDE

TO

"THE FIRST ONES"

"FUN AND GAMES"

This telelesson illustrates the universal need of all people for recreational activities. Contracts between modern manufactured games and ancient Indian games are pointed out and illustrated by demonstrating three Indian games being played.

CONCEPTS (significant ideas):

1. People in all times and places need games and recreation.

2. Man's culture and environment are reflected in his games and recreation activities.

3. The materials of man's environment are adapted to the games and recreational activities of his culture.

SUGGESTED PRE-VIEWING ACTIVITIES:

1. List the following words on the chalk board or on a chart, discuss pronunciation, definition, spelling, etc., especially as they might relate to games and recreational activities:

game
hockey
bark

points
rules
sticks

plastic
ball
wheel

metal
taw
stones

2. Through class discussion, make two lists of games:
    a. Contemporary manufactured games.
    b. Traditional or culturally-related games, some of which may use commercially manufactured playing boards or items, such as cards, or which may require no commercially produced playing pieces.

3. Have pupils write a letter to the Bureau of Indian Affairs or to a Tribal Council (see section on resources) to get first hand information about:
    a. Where and when Indian gatherings are held, preferably within visiting distance.

b. What kinds of games are played by the Indians at these gatherings.
c. If permission is required to visit such gatherings and how permission is obtained.

4. If possible, videotape the broadcast for later re-viewing.

VIEWING ACTIVITIES (during the broadcast)

1. Have children watch and listen for the materials used in modern games and in Indian games.

2. Watch and listen carefully to find out how the Indian games demonstrated are played.

POST-VIEWING ACTIVITIES:

1. Gather the materials and/or make the playing pieces, and learn to play one or more of the following Indian games:

STONE JACKS

Materials: Rocks (jacks) for central playing area. (no special number)

One "Taw" (small smooth rock) for each player.

Note: This is used in place of the rubber ball in our modern game of jacks.

How to Play:

1. Player tosses taw in air.

2. Picks up rock from center.

3. Catches taw in same hand before it strikes the ground.

4. Player's turn lasts until the player fails to catch the taw or drops it.

5. Turn passes to next player on the left. Repeat until all center rocks are gone. If the last player still has not missed, he may take rocks from pile of nearest player to him until he misses, and so on, until one player has all of the rocks.

STICK GAME

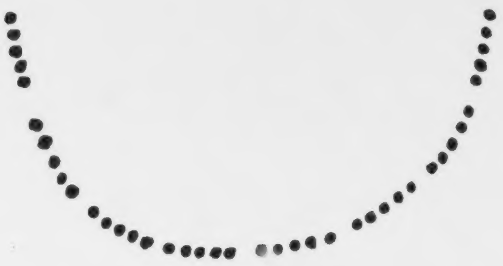
Materials: 40 sticks about 5 inches long, 1/2 inch in diameter.

10 round counter sticks, 14 inches long, each with one flat side. (split doweling can be used for this). Paint flat side red.

One per player: 3-inch stick to be used as the counter as each player scores.

How to Play:

1. Forty sticks are placed upright in groups of 5, either in soft ground or holes put in large sheet of plywood, about 3/4" apart, in semicircle. (See diagram below)



2. The 10 painted sticks are held upright in the air in both hands and dropped on their ends. Any stick falling with unpainted side up is counted as one point.
3. Starting at either end of the semicircle, the player's counter stick is moved around the semicircle of sticks, counting each space between upright sticks as one.
4. If a player lands in a slot already occupied by another player, the first player must move his counter back to the beginning.
5. The player whose counter stick reaches the end of the semicircle first is the winner of the game. Game is then started over.

HAND GAME

An excellent description of the Hand Game is to be found on page 35 in The Washo Indians of California and Nevada. (see resources page)

1. Make a list of the four Indian games mentioned or demonstrated in this program.

2. Under the two headings given below, make two lists of materials which are used in games, as mentioned in the telelesson:

   a. Modern manufactured   b. Indian environment

3. Plan a study trip to observe Indian games being played. Be prepared to take photographs and audio tape recordings for a future class compilation of experiences and observations through:

   a. Bulletin Boards
   b. A class-written book
   c. Individual reports
   d. Your own class-produced video tape.

4. Discuss with your class how games were used by primitive people as a means of training for survival and have individual pupils or small committees do research on such games and report to the class. As a starting point, refer to games which develop the following survival skills:

   -skill with bow and arrows

   -speed in running

   -manual dexterity

5. Through class discussion, develop a concrete expression of how games reflect the culture and environment of any given society; contrast our modern society with that of the early Indians.

6. Take a study trip to the Nevada State Museum in Carson City and/or the Nevada Historical Society Museum in Reno. (Other museums in the State Fallon, Elko.)

8. Read the following information to your class about the ancient wooden ball seen on the program; or re-state the information in your own words. Discuss archeological methods with your class.

The wooden ball was found in an archeological habitation site, a rockshelter, on the east shore of Pyramid Lake, Washoe County, Nevada. The ball was associated with a human burial and comprised one of forty artifacts placed in the grave as funerary offerings. One of the grave offerings was an open work, twined basket which, according to the radioactive carbon 14 method of dating, is 2030-2250 years old, having been placed in the grave some time between the years 110-190 B.C. It was indeed fortunate that this burial and the accompanying artifacts were excavated by a trained crew of excavators from the Nevada State Museum. Otherwise important age data on this unique ball would have been lost.

* * * * * *

RESOURCES

Books:

d'Azevedo, Warren L., ed. *The Washo Indians of California and Nevada*, University of Utah Anthropological Papers, No. 67 Salt Lake City: University of Utah Press, 1963

Lowie, Robert H., *Notes on Shoshonean Ethnology*. American Museum of Natural History Anthropological Papers. Vol. 20, No. 3. 1924.

Stewart, Omer C., *Culture Element Distributions: XIV, Northern Paiute*. University of California Anthropological Records. 4:361-446. Berkeley: University of California Press, 1941.

U. S. Department of Interior, Bureau of Indian Affairs. *The Northern Paiutes of California and Nevada*, by Ruth Underhill. Washington, D. C.: U. S. Government Printing Office, 1941

Wheat, Margaret M., *Survival Arts of the Primitive Paiutes*, Reno: University of Nevada Press, 1967

Films:

Washoe, Part I, Western Artists Corporation, (Available from University of Nevada, Reno.)

* * * * * *

TEACHER'S GUIDE

TO

"THE FIRST ONES"

"TELL ME A STORY"

This television lesson points out the importance of story telling not only for recreation, but as a means of cultural transmission of language and beliefs. The Paiute legend of The Coyote and the "Honkers" is told in both English and Paiute.

CONCEPTS (significant ideas):

1. In a culture with no written language, story telling is an important means of passing cultural beliefs and attitudes from one generation to the next and makes a major contribution to entertainment.
2. Sharing of stories is common to all societies and cultures as a recreational activity, although the form and techniques of storytelling may differ (e.g., books, records, television, etc.)

SUGGESTED PRE-VIEWING ACTIVITIES:

1. List the following words on the chalk board or on a chart. Discuss pronunciation, definition, spelling, etc.

coyote	television	entertainment	honker
rattlesnake	story	legend	Canada Goose
mobile	book	hibernate	

2. Discuss with the class why story telling was important to the Indians, who had no written language. Discuss what our society would be like today if we had no written language.

VIEWING ACTIVITIES:

1. Listen carefully to learn why stories were not supposed to be told when the weather was good enough to allow the Indians to gather food and do other work.

2. Have the children learn the legend of the Coyote and the "Honkers" as the Indian children did by:

    a. Listening carefully as the story is told in English.

    b. Repeat phrases after the story teller during pauses in the story.

3. Listen for and repeat the Paiute words for coyote, Canada Goose and lake.

POST-VIEWING ACTIVITIES:

1. From oral review, by phrases, write the legend of the Coyote and the "Honkers" as a chart story.

2. Have individual pupils make pictures illustrating the different phases of the legend.

3. Make a class bulletin board about the legend, using the chart story and pupils' illustrating pictures.

4. Have pupils find other Indian legends which they could teach to the class by the same "say and repeat" technique as was used in the television lesson.

5. Show the film "The Loon's Necklace."

RESOURCES

Books:

Clark, Ella E., ed., Indian Legends of the Pacific Northwest, Berkely and Los Angeles: University of California Press, 1963

Gifford, Edward W. and Block, Gwendoline Harris, ed., California Indian Nights Entertainments, Glendale, California, The Arthur H. Clark Company, 1930

Steward, Julian H., Some Western Shoshoni Myths, Anthropological Papers, No. 31, Smithsonian Institution, Washington D.C.: United States Government Printing Office, 1943

U. S. Department of Interior, Bureau of Indian Affairs, The Northern Paiutes of California and Nevada, by Ruth Underhill, Washington D.C.: U.S. Government Printing Office, 1941

Wheat, Margaret M., Survival Arts of the Primitive Paiutes, Reno, Nevada: University of Nevada Press, 1967

Films:

The Loon's Necklace, V-277 Encylopedia Britannica Film, (Available at the University of Nevada)

TEACHER'S GUIDE
TO
"THE FIRST ONES"

"STORIES IN WILLOW"

This telelesson tells the story of Dat-So-La-Lee, the most famous weaver of Indian baskets. Modern day Indians demonstrate the various operations of creating a basket, skills at which Dat-So-La-Lee was particularly adept.

CONCEPTS (significant ideas):

1. When people of different cultures come together, their cultures tend to blend.
2. When cultures blend, the living patterns of the dominant culture overshadow or eliminate some of those of the less dominant culture.
3. The skills and traditions of the less dominant culture become enriching elements in the combined inter-cultural heritage and way of life.

SUGGESTED PRE-VIEWING ACTIVITIES:

1. List the following words on the chalk board or on a chart. Discuss pronunciation, definition, spelling, etc.:

willow
awl
brochure
identify
record
particular
basketry
symbol
artist

Foundation
thread
stich
exhibit
weave
materials
museum
outstanding
legislature

design
utensil
skill
display
appreciate
prepare
historical
subdued
foresight

official
masterpiece
handprint
encourage
assigned
coil
society
game
wisdom

2. Make a bulletin board showing different kinds of Indian baskets.
3. Do research on the Washoe and Paiute Indians to find out how their ways of life changed after the white culture moved into their living area.

4. Read about Dat-So-La-Lee and discuss the basis of her fame.

VIEWING ACTIVITIES:

1. Discover the factors which led to Dat-So-La-Lee's fame.
2. Find out the different separate steps or operations involved in making a basket.
3. Watch and listen carefully for references to the ways in which the Indians' living patterns changed because of the coming of the more dominant culture.

POST-VIEWING ACTIVITIES:

1. Review the vocabulary list (see pre-viewing activities) and discuss the words as they relate to the content of the television lesson.
2. Either as a class chart story or as individual assignments, use as many of the vocabulary words as possible in a story.
3. Have the children make a class bulletin board which shows the various types of materials used and the steps or separate sequential operations in basket making.
4. Take your class on a study trip to the Nevada State Museum (Carson City) and/or the Nevada Historical Society (Reno) to study Dat-So-La-Lee's baskets and compare them to other Indian baskets on display.
5. Write and produce a dramatization of what happened in the discovery and exploitation of Dat-So-La-Lee's talents by Mr. Cohn.
6. Create basket designs by the following steps:
    a. Make a study of different symbols used in basket designs and make a display showing this information related to actual baskets or pictures of baskets.
    b. Have the class make up and name original symbols which could be used in basket designs. Show the symbols on a chart.
    c. Have individual members of the class select symbols from the chart and combine them into original basket designs. Each

design should be given a name according to its story intent, just as Dat-So-La-Lee named her baskets.

7. Discuss how the use of money changed the Indian's way of living.

8. Write a chart story or individual stories about the reasons why certain Indian skills are dying out since the coming together of the white and Indian cultures.

9. Discuss the change which came about in the value of Indian craft works such as baskets (e.g. Dat-So-La-Lee's baskets) as they became objects of art instead of working utility items as the result of inter-cultural blending.

RESOURCES

Books:

Downs, James F. The Two Worlds of the Washo New York. Holt, Rinehart and Winston, 1966.

Hickson, Jane Green. Dat-So-La-Lee. Nevada State Museum, Carson City, 1967.

James, Geo. Wharton. Indian Basketry New York: Henry Malkan, 1901.

Mack, Effie Mona. "Dat-So-La-Lee, World-renowned Washo Indian Basket Weaver", Nevada Magazine, February 1946, pp. 6-8, 33; March 1946, pp. 6-9, 33, 38.

Nevada Historical Society. Biennial Reports 1907-08. Carson City: State Printing Office, 1909, illus.

Poehlman, C. H., ed. Dat-So-La-Lee, Carson City: Nevada State Department of Education, 1967.

Poehlman, C. H., ed. Know Your Nevada Indians Carson City: Nevada State Department of Education, Reprint 1970.

"The Basketry of Dat-So-La-Lee". Nevada Magazine, March, 1948, pp. 8-9.

U.S. Bureau of Indian Affairs. The Northern Paiute Indians: Sherman Pamphlets #1.

Wheat, Margaret M. Survival Arts of the Primitive Paiutes. Reno: University of Nevada Press, 1967.

Films:

Indians of California, Part I, Arthur Barr Productions, Pasadena, California: 1955. (Available at the University of Nevada).

Videotapes:

"Crossed Paths". The First Ones. Carson City: (Available at the Educational Communications Commission.)

SCHOOL DISTRICT NEWS

CARSON CITY SCHOOL DISTRICT

The following are recipients of a $1,000 Fleischmann Scholarship for the 1970-1971 school year:

Audrey Lynn Frank, Carson High School, who plans to attend the University of Nevada, Reno, and major in Nursing.

Lorenda Mary Thompson, Carson High School, who plans to attend the University of Nevada, Reno, and major in Business Administration and Law.

Marilyn L. Trujillo, Carson High School, who will attend Bacone College and major in Business Administration.

Bernadine Ann Sam was chosen as a second alternate for this award.

ELKO COUNTY SCHOOL DISTRICT

Shelia Thomas, granddaughter of Mrs. Mae Thomas of Owyhee, was chosen by the American Legion Auxilary, Jack Hanks Post #48, to attend the Girls State Convention in Reno. Miss Thomas is a junior at Owyhee High School, is a class representative, assistant drill team leader, assistant GAA leader and is also active in FHA and the Pep Club. She enjoys horseback riding, swimming and dancing. After graduation she plans to attend Nurses Training.

Elsa Marcel Dodson, Owyhee High School, was a recipient of a $1,000 Fleischmann Scholarship award and plans to attend the University of Nevada, Reno, and major in Secretarial Science.

James Alfred Barredo, Carlin High School, was chosen as a first alternate to receive a Fleischmann Scholarship.

Four Elko Indian students graduated from Elko High School on June 3rd. They are Roderick George, Gardenia Ike, Pedro Mendoza, Jr., and Ernest Dale Smith. They have been awarded numerous honors and scholarships to accentuate their many achievements throughout the last four years.

Roderick George has been selected to receive the Haskell Institute BIA Scholarship. He has been active in basketball and baseball and will be taking a vocational course in carpentry.

Elko County School District - continued

Gardenia Ike, daughter of Mr. and Mrs. Oliver Ike was chosen as the most "Outstanding Girl Athlete" from the 1970 class. She was the first Indian girl to receive such an award at Elko High School. She also received a BIA scholarship to attend Haskell Institute. She plans to study Business Administration. She has been active in the Girls Athletic Association, Future Homemakers of America, Art Club and the Intramural Basketball team.

Pedro Mendoza, Jr., son of Mrs. Carrie Mendoza, will enter a school in Oakland for a course of study in mill and cabinet making. He also will be assisted with a BIA scholarship. Pete has participated in varsity football, was a reporter for the school paper, and served as a vice-president of the Vocational Industrial Club.

Ernest Smith, son of Mrs. Mary Woods, has been awarded a BIA scholarship and plans to enter trade school in California and study mechanics. Ernest has been an active member in the Vocational Industrial Club.

HUMBOLDT COUNTY SCHOOL DISTRICT

Charlene George, a nine year old fourth grade student of Sonoma Heights Elementary School, Winnemucca, won first place (city, county and state) in the National Wildlife Poster Contest sponsored by the Nevada Wildlife Federation. The award was presented to her by her principal, Larry G. Oxborrow, during the school's Outdoor Dance Festival on May 15, 1970. She is the daughter of Gordon and Clorinda George.

MINERAL COUNTY SCHOOL DISTRICT

Donna Lee Belzer, Mineral County High School, received a $1,000 Fleischmann Scholarship award and plans to attend the University of Nevada, Reno, and attend Nurses Training.

David William Schuck, Mineral County High School, also received a $1,000 Fleischmann Scholarship award and plans to attend the University of Nevada, Reno, and major as a Lab Technician.

James Joaquinn Brown was chosen as a Third Alternate for a Fleischmann Scholarship.

Randy Emm was elected Student Body President by the students of Mineral County High School.

Jim Brown, Teddy Foster, Danny Davis and Stanley Davis, all from Schurz, participated in the Upward Bound program held at the University of Nevada, Reno.

School District News - continued

PERSHING COUNTY SCHOOL DISTRICT

Cordelia Mae Abel, Pershing County High School, Lovelock, was a recipient of a $1,000 Fleischmann Scholarship award and plans to attend Brigham Young University, Salt Lake City, and study Nursing.

WASHOE COUNTY SCHOOL DISTRICT

Robert Wyatt, E. Otis Vaughn Jr. High School, was elected the Student Body President. His overall academic average was 1.9. He was high scorer for his school's basketball team and is very capable in track. He also made All-Star team at an All-Indian Basketball tournament held at Fort Hall, Idaho.

Carol Cypher won first place in an essay contest on the Theme "What the Declaration of Independence Means to Me." She is a senior at Earl Wooster High School in Reno.

Michael Lovell Kane, Earl Wooster High School, is a Fleischmann Scholarship award recipient of $1,000 and plans to attend the University of Nevada, Reno, and major in Science. He is working as a Junior Planner out of the EDA Planning Unit. He is the son of Mrs. Marly Kane and the late George Kane.

Robert Eben, a graduate of Wooster High School, is also working as a Junior Planner out of the EDA Planning Unit. He plans to attend Lassen Junior College on a basketball scholarship. He is the son of Leslie and Alice Eben..

* * * * * *

The following projects funded under Title I, P. L. 89-10 were held in the below mentioned districts where a major portion of the participants were Indian children:

ELKO COUNTY SCHOOL DISTRICT:

Remedial reading and math; employment of Indian descent teacher-aides and a summer remedial and recreation program.

HUMBOLDT COUNTY SCHOOL DISTRICT:

Employment of teacher-aides of Indian descent; remedial reading and math; approach to language arts using a cross-cultural approach; and a summer reading and recreation program.

MINERAL COUNTY SCHOOL DISTRICT:

Remedial reading program; employment of teacher-aides of Indian descent; and a summer reading and recreational program.

NYE COUNTY SCHOOL DISTRICT:

Establishment of an educational television reception center in order to upgrade instruction at the school on the Duckwater Reservation. Employment of teacher-aides of Indian descent.

WASHOE COUNTY SCHOOL DISTRICT:

A Follow Through Program which served children from both the Reno-Sparks Indian Colony and the Pyramid Lake Indian Reservation.

Additional programs which provided child development counselors, compensatory reading teachers and a summer reading and library clinic. Employment of teacher-aides of Indian descent to work in these programs.

* * * * * *

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

1969-1970

RECEIPTS

BALANCE CARRIED FORWARD - JULY 1, 1969		$ 1,036.08
JOHNSON-O'MALLEY CONTRACT - 1969-70		141,500.00
	TOTAL:	$142,536.08

1. Administration		13,529.57 *
A. Salaries	$ 5,498.87 - Estimated *	
B. Travel, Communications	$ 1,024.23	
C. Supplies & Equipment	$ 3,411.40	
D. Social Security, Retirement Etc.	$ 1,341.76 - Estimated *	
E. Other (List) Rent & Zerox Charges	253.31	
F. Obligated E. C. C. Contract Services	2,000.00	
2. Operation & Maintenance (Basic Support)		$ None
A. Instruction	$ -0-	
B. Transportation	$ -0-	
C. Other instructional Costs (List)	$ -0-	
3. Parental Costs		$ 32,852.80
A. School Lunches	$28,833.73	
B. Activity and Related Fees	$ 4,019.07	
C. Supplies	$ -0-	
D. Other parental costs (List)	$ -0-	
4. Special Services Programs		$ 61,238.00
A. Guidance & Counseling	$ 2,000.00	
B. Attendance & Home Visitor	$ -0-	
C. Remedial & Special Education	$ 7,766.00	
D. Teacher Aides	$16,758.00	
E. Summer Programs for Students	$18,500.00	
F. Expansion of curricular offerings	$ 7,235.00	
G. Other special programs (List)	$ 199.00 - Tuition	
$240.00 Subscriptions $5000 Study Hall	$ 2,300.00 - Library	
$1,000.00 Field Trips $240.00 National Assembly		
5. Kindergartens		$ 16,242.45
A. No. of units: 3		
6. Inservice Training		$ 1,111.20
A. No. of employees participating: 9		
TOTAL EXPENDITURES		$124,974.02*
BALANCE:		$ 17,562.06 *

STATE OF NEVADA

(JOM) ALL COUNTY SCHOOL DISTRICTS

Total School Enrollment 122,034 Total Indian (JOM) Enrollment 1,593

TOTAL FY 70 . . . . $ 4,364,485.41

P. L. 874 Entitlement	$4,035,078.28
P. L 89-10 Title I Receipts	$ 789,962.68
Johnson-O'Malley Receipts	$ 111,444.45

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction	$ -0-	
B. Transportation	$ -0-	
C. Other Instructional Costs	$ -0-	(List)

2. Parental Costs . . . . $ 32,852.80

A. School Lunches	$ 28,833.73
B. Activity and Related Fees	$ 4,019.07
C. Supplies	$
D. Other Parental Costs (List)	$

3. Special Services Programs . . . . $ 61,238.00

A. Guidance & Counseling	$ 2,000.00
B. Attendance & Home Visitor	$ -0-
C. Remedial & Special Ed.	$ 7,766.00
D. Teacher Aides	$ 16,758.00
E. Summer Programs for Students	$ 18,500.00
F. Expansion of Curricular Offerings	$ 7,235.00
G. Other Special Programs	$ 199.00 - Tuition
(List) $1,000.00 Field Trips	240.00 - Nat. Assembly
$2,300.00 - Library Books	240.00 - Subscriptions
	5,000.00 - Stuly Hall

4. Kindergartens $ 16,242.45

A. No. of units: 3

5. Inservice Training $ 1,111.20

A. No. Employees Participating: 9

TOTAL EXPENDITURES (JOM) $ 111,444.45

CHP:sm
7/1970

STATE OF NEVADA

CARSON COUNTY SCHOOL DISTRICT

Total School Enrollment 3894 Total Indian (JOM) Enrollment 55

TOTAL FY 70 . . . . $ 64,638.83

P. L. 874 Entitlement $ 64,082.00
P. L 89-10 Title I Receipts $ -0-
Johnson-O'Malley Receipts $ 556.83

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

   A. Instruction $ -0-
   B. Transportation $ -0-
   C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 556.83

   A. School Lunches $ 556.83
   B. Activity and Related Fees $
   C. Supplies $
   D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ -0-

   A. Guidance & Counseling $
   B. Attendance & Home Visitor $
   C. Remedial & Special Ed. $
   D. Teacher Aides $
   E. Summer Programs for Students $
   F. Expansion of Curricular Offerings $
   G. Other Special Programs (List) $

4. Kindergartens $ -0-

   A. No. of units:

5. Inservice Training $ -0-

   A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ 556.83

CHP:sm
7/1970

STATE OF NEVADA

CHURCHILL COUNTY SCHOOL DISTRICT

Total School Enrollment 2739 Total Indian (JOM) Enrollment 133

TOTAL FY 70 . . . . $ 255,272.49

P. L. 874 Entitlement $ 211,162.00
P. L 89-10 Title I Receipts $ 33,553.34
Johnson-O'Malley Receipts $ 10,557.15

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . .$ 800.00

A. School Lunches $ 800.00
B. Activity and Related Fees $
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 5,608.00

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $ 1,000.00 - Speech Therapist Salary
D. Teacher Aides $ 4,608.00
E. Summer Programs for Students $
F. Expansion of Curricular Offerings $
G. Other Special Programs (List) $

4. Kindergartens $ 4,149.15

A. No. of units: 1 Transportation

5. Inservice Training $ -0-

A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ 10,557.15

CHP:sm
7/1970

STATE OF NEVADA

CLARK COUNTY SCHOOL DISTRICT

Total School Enrollment 71,145 Total Indian (JOM) Enrollment 76

TOTAL FY 70 . . . . $3,191,738.46

P. L. 874 Entitlement $ 2,696,034.00
P. L 89-10 Title I Receipts $ 473,634.89
Johnson-O'Malley Receipts $ 22,069.57

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 2,200.00

A. School Lunches $ 2,200.00
B. Activity and Related Fees $
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 18,569.00

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $
D. Teacher Aides $
E. Summer Programs for Students $ 18,500.00
F. Expansion of Curricular Offerings $
G. Other Special Programs (List) $ 69.00 - Tuition, Coleen Patrick

4. Kindergartens $ 1,300.57

A. No. of units: 1 Transportation

5. Inservice Training $ -0-

A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ 22,069.57

CHP:sm
7/1970

STATE OF NEVADA

DOUGLAS COUNTY SCHOOL DISTRICT

Total School Enrollment 1,601 Total Indian (JOM) Enrollment 58

TOTAL FY70 . . . . $ 1,803.31

P. L. 874 Entitlement $ -0-
P. L 89-10 Title I Receipts $ -0-
Johnson-O'Malley Receipts $ 1,803.31

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . .$ 1,340.91

A. School Lunches $ 1,340.91
B. Activity and Related Fees $
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ -0-

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $
D. Teacher Aides $
E. Summer Programs for Students $
F. Expansion of Curricular Offerings $
G. Other Special Programs (List) $

4. Kindergartens $ -0-

A. No. of units:

5. Inservice Training $ 462.40

A. No. Employees Participating: 3

TOTAL EXPENDITURES (JOM) $ 1,803.31

CHP:sm
7/1970

STATE OF NEVADA

ELKO COUNTY SCHOOL DISTRICT

Total School Enrollment 3,726   Total Indian (JOM) Enrollment 353

TOTAL FY 70 . . . . $ 170,855.64

P. L. 874 Entitlement $117,729.00
P. L 89-10 Title I Receipts $ 31,059.28
Johnson-O'Malley Receipts $ 22,067.36

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 7,391.36

A. School Lunches $ 6,741.36
B. Activity and Related Fees $ 650.00
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 14,676.00

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $ 6,766.00
D. Teacher Aides $ 3,240.00
E. Summer Programs for Students $
F. Expansion of Curricular Offerings $ 2,280.00
G. Other Special Programs (List) $ 2,000.00 - Study Hall
150.00 - Subscriptions
240.00 - National School Assembly

4. Kindergartens $ -0-

A. No. of units:

5. Inservice Training $ -0-

A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ 22,067.36

CHP:sm
7/1970

STATE OF NEVADA

HUMBOLDT COUNTY SCHOOL DISTRICT

Total School Enrollment 1688 Total Indian (JOM) Enrollment 176

TOTAL FY 70 . . . . $ 133,962.83

P. L. 874 Entitlement	$86,095.00
P. L 89-10 Title I Receipts	$17,605.46
Johnson-O'Malley Receipts	$ 30,262.37

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction	$ -0-	
B. Transportation	$ -0-	
C. Other Instructional Costs	$ -0-	(List)

2. Parental Costs . . . . $ 6,531.62

A. School Lunches	$ 4,695.00
B. Activity and Related Fees	$ 1,836.62
C. Supplies	$
D. Other Parental Costs (List)	$

3. Special Services Programs . . . . $ 16,078.75

A. Guidance & Counseling	$ 2,000.00
B. Attendance & Home Visitor	$
C. Remedial & Special Ed.	$
D. Teacher Aides	$ 8,910.00
E. Summer Programs for Students	$
F. Expansion of Curricular Offerings	$ 4,605.00
G. Other Special Programs (List)	$ 500.00 - Library Books 63.75 - Subscriptions

4. Kindergartens $ 7,500.00

A. No. of units: 1

5. Inservice Training $ 152.00

A. No. Employees Participating: 1

TOTAL EXPENDITURES (JOM) $ 30,262.37

CHP:sm
7/1970

STATE OF NEVADA

LANDER COUNTY SCHOOL DISTRICT

Total School Enrollment 702 Total Indian (JOM) Enrollment 47

TOTAL FY70 . . . . $ 58,273.00

P. L. 874 Entitlement $ 55,766.00
P. L 89-10 Title I Receipts $ 2,507.00
Johnson-O'Malley Receipts $ -0-

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ None

A. School Lunches $
B. Activity and Related Fees $
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ None

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $
D. Teacher Aides $
E. Summer Programs for Students $
F. Expansion of Curricular Offerings $
G. Other Special Programs (List) $

4. Kindergartens $ None

A. No. of units:

5. Inservice Training $ None

A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ -0-

CHP:sm
7/1970

STATE OF NEVADA

LYON COUNTY SCHOOL DISTRICT

Total School Enrollment 2,360 Total Indian (JOM) Enrollment 144

TOTAL FY 70 . . . . $ 74,012.28

P. L. 874 Entitlement $33,101.00
P. L 89-10 Title I Receipts $38,963.04
Johnson-O'Malley Receipts $ 1,948.24

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support) . . . . $ None

   A. Instruction $ -0-
   B. Transportation $ -0-
   C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 772.89

   A. School Lunches $ 240.44
   B. Activity and Related Fees $ 532.45
   C. Supplies $
   D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 998.75

   A. Guidance & Counseling $
   B. Attendance & Home Visitor $
   C. Remedial & Special Ed. $
   D. Teacher Aides $
   E. Summer Programs for Students $
   F. Expansion of Curricular Offerings $ 350.00
   G. Other Special Programs (List) $ 18.75 - Subscriptions
      500.00 - Library Books
      130.00 - Tuition - Eileen Anderson

4. Kindergartens $ -0-

   A. No. of units:

5. Inservice Training $ 176.60

   A. No. Employees Participating: 2

TOTAL EXPENDITURES (JOM) $ 1,948.24

CHP:sm
7/1970

STATE OF NEVADA

MINERAL COUNTY SCHOOL DISTRICT

Total School Enrollment 1,949 Total Indian (JOM) Enrollment 162

TOTAL FY 70 . . . . $ 374,953.40

P. L. 874 Entitlement $354,818.00
P. L 89-10 Title I Receipts $ 14,928.90
Johnson-O'Malley Receipts $ 5,206.50

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 4,000.00

A. School Lunches $ 3,000.00
B. Activity and Related Fees $ 1,000.00
C. Supplies $
D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 307.50

A. Guidance & Counseling $
B. Attendance & Home Visitor $
C. Remedial & Special Ed. $
D. Teacher Aides $
E. Summer Programs for Students $
F. Expansion of Curricular Offerings $
G. Other Special Programs (List) $ 300.00 - Library Books
7.50 - Subscription

4. Kindergartens $ 899.00

A. No. of units: 1

5. Inservice Training $ -0-

A. No. Employees Participating:

TOTAL EXPENDITURES (JOM) $ 5,206.50

CHP:sm
7/1970

STATE OF NEVADA

NYE COUNTY SCHOOL DISTRICT

Total School Enrollment 1187 Total Indian (JOM) Enrollment 49

TOTAL FY 70 . . . . $ 104,743.11

P. L. 874 Entitlement $ 84,465.00
P. L 89-10 Title I Receipts $ 11,996.11
Johnson-O'Malley Receipts $ 8,282.00

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None
   - A. Instruction $ -0-
   - B. Transportation $ -0-
   - C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 6,106.00
   - A. School Lunches $ 6,106.00 - Duckwater & Yomba
   - B. Activity and Related Fees $
   - C. Supplies $
   - D. Other Parental Costs (List) $

3. Special Services Programs . . . . $ 2,000.00
   - A. Guidance & Counseling $
   - B. Attendance & Home Visitor $
   - C. Remedial & Special Ed. $
   - D. Teacher Aides $
   - E. Summer Programs for Students $
   - F. Expansion of Curricular Offerings $
   - G. Other Special Programs (List) $ 1,000.00 - Field Trips, Duckwater & Yomba
     1,000.00 - Library Books " "

4. Kindergartens $ -0-
   - A. No. of units:

5. Inservice Training $ 176.00
   - A. No. Employees Participating: 2

TOTAL EXPENDITURES (JOM) $ 8,282.00

CHP:sm
7/1970

STATE OF NEVADA

PERSHING COUNTY SCHOOL DISTRICT

Total School Enrollment 651 Total Indian (JOM) Enrollment 32

TOTAL FY____ . . . . $ 17,610.00

P. L. 874 Entitlement	$ 17,610.00
P. L 89-10 Title I Receipts	$ -0-
Johnson-O'Malley Receipts	$ -0-

Rate of School Taxes $ 1.50

Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support) . . . . $ None

A. Instruction	$ -0-	
B. Transportation	$ -0-	
C. Other Instructional Costs	$ -0-	(List)

2. Parental Costs . . . . $ None

A. School Lunches	$
B. Activity and Related Fees	$
C. Supplies	$
D. Other Parental Costs (List)	$

3. Special Services Programs . . . . $ None

A. Guidance & Counseling	$
B. Attendance & Home Visitor	$
C. Remedial & Special Ed.	$
D. Teacher Aides	$
E. Summer Programs for Students	$
F. Expansion of Curricular Offerings	$
G. Other Special Programs (List)	$

4. Kindergartens $ None

A. No. of units: ______

5. Inservice Training $ None

A. No. Employees Participating: ______

TOTAL EXPENDITURES (JOM) $ -0-

CHP:sm
7/1970

STATE OF NEVADA

WASHOE COUNTY SCHOOL DISTRICT

Total School Enrollment 27,771 Total Indian (JOM) Enrollment 265

TOTAL FY ____ . . . . $ 431,253.22

P. L. 874 Entitlement $275,245.28
P. L 89-10 Title I Receipts $147,316.82
Johnson-O'Malley Receipts $ 8,691.12

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support) . . . . $ None

   A. Instruction $ -0-
   B. Transportation $ -0-
   C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ 3,153.19

   A. School Lunches $ 3,153.19
   B. Activity and Related Fees $________
   C. Supplies $________
   D. Other Parental Costs (List) $________

3. Special Services Programs . . . . $ 3,000.00

   A. Guidance & Counseling $________
   B. Attendance & Home Visitor $________
   C. Remedial & Special Ed. $________
   D. Teacher Aides $________
   E. Summer Programs for Students $________
   F. Expansion of Curricular Offerings $________
   G. Other Special Programs (List) $ 3,000.00

4. Kindergartens $ 2,393.73

   A. No. of units: 1

5. Inservice Training $ 144.20

   A. No. Employees Participating: 1

TOTAL EXPENDITURES (JOM) $ 8,691.12

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7/1970

STATE OF NEVADA

WHITE PINE COUNTY SCHOOL DISTRICT

Total School Enrollment 2,621 Total Indian (JOM) Enrollment 43

TOTAL FY 70 . . . . $ 57,368.84

P. L. 874 Entitlement $ 38,971.00
P. L 89-10 Title I Receipts $ 18,397.84
Johnson-O'Malley Receipts $ -0-

Rate of School Taxes $ 1.50
Average rate for all schools in the State $1.483

1. Operation & Maintenance (Basic Support). . . . . $ None

A. Instruction $ -0-
B. Transportation $ -0-
C. Other Instructional Costs $ -0- (List)

2. Parental Costs . . . . $ None

A. School Lunches $____
B. Activity and Related Fees $____
C. Supplies $____
D. Other Parental Costs (List) $____

3. Special Services Programs . . . . $ None

A. Guidance & Counseling $____
B. Attendance & Home Visitor $____
C. Remedial & Special Ed. $____
D. Teacher Aides $____
E. Summer Programs for Students $____
F. Expansion of Curricular Offerings $____
G. Other Special Programs (List) $____

4. Kindergartens $ None

A. No. of units: ____

5. Inservice Training $ None

A. No. Employees Participating: ____

TOTAL EXPENDITURES (JOM) $ -0-

CHP:sm
7/1970

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE ALL COUNTY SCHOOL DISTRICTs
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 98
No. of 12th grade graduates 59

GRADE / AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.	2	50	72	8													132	108.208	6		123	9,772
1		2	55	75	23	1											156	134.095	10		135	10,879
2			2	50	76	15		1									144	129.424	2		139	10,395
3				3	48	68	19	1	1								140	118.164	7		129	10,296
4					2	47	70	26	3								148	129.878	9		138	9,877
5						3	37	66	22	2							130	116.479	8		122	9,619
6							1	53	78	18	3						153	137.489	7		146	9,456
7								3	32	41	14	5					95	83.042	7		86	9,452
8										39	48	15	1				103	90.287	4	1	98	9,171
El. Ung. 2/			1	1	1	2	1	5	1	1							13	11.365			13	564
TOTAL ELEM.	2	52	130	137	150	136	128	155	137	101	65	20	1				1,214	1058.431	60	1	1,129	89,481
9										6	51	49	16	3	1		126	107.128	9	4	118	8,859
10											2	26	49	10	3		90	75.212	6	6	75	8,297
11												2	23	29	17	8	79	60.830	12	14	56	7,423
12													1	23	28	24	76	59.663	4	12	59	6,118
Sec. Ung. 2/				1	1	1		2	1	1	1						8	6.392		3	7	1,856
TOTAL SEC.				1	1	1		2	1	7	54	77	89	65	49	32	379	309.225	31	39	315	32,553
TOTAL ELEM & SEC.	2	52	130	138	151	137	128	157	138	108	119	97	90	65	49	32	1,593	1367.656	91	40	1,444	122,034

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE CARSON CITY COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 4
No. of 12th grade graduates 2

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.			2														2	1.866			2	321
1				2	4												6	5.327			5	316
2					1	3											4	3.577			4	305
3						3	1										4	3.750			4	309
4							1	3									4	3.738			4	310
5								3	2								5	4.727			5	350
6									5	4							9	8.394			9	309
7										1	2						3	2.927			3	297
8											1	3					4	3.900			4	299
El. Ung. 2/								1			1						2	1.872			2	---
TOTAL ELEM.			2	2	5	6	2	7	7	5	4	3					43	40.078			42	2,816
9												3	1				4	3.827			4	317
10													2	1			3	1.725			3	276
11														1	1		2	.914		2	0	252
12															2	1	3	2.136		1	2	233
Sec. Ung. 2/																						
TOTAL SEC.												3	3	2	3	1	12	8.602		3	9	1,078
TOTAL ELEM & SEC.			2	2	5	6	2	7	7	5	4	6	3	2	3	1	55	48.680		3	51	3,894

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.

2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.

3/ - Students known to have enrolled in another school of any type.

4/ - Number successfully completing current grade.

* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE CHURCHILL COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 7
No. of 12th grade graduates 5

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		7	5														12	9.666			12	174
1			4	5	4												13	10.024			13	251
2				4	9												13	11.479			13	200
3					3	15	2										20	15.848			18	223
4						8	7										15	12.947	1		14	187
5							1	8	5								14	13.808	1		13	225
6								7	6								13	12.264			13	210
7									3	1		1					5	4.041			5	222
8										2	4	1					7	6.069			7	219
El. Ung. 2/									1								1	.733			1	45
TOTAL ELEM.		7	9	9	16	23	10	15	15	3	4	2					113	96.879	2		109	1,956
9											2	3					5	4.038			5	200
10												2	2				4	3.666		1	4	207
11														5			5	4.547		1	5	179
12														3		3	6	5.316		1	5	177
Sec. Ung. 2/																				1		20
TOTAL SEC.											2	5	2	8		3	20	17.567		4	19	783
TOTAL ELEM & SEC.		7	9	9	16	23	10	15	15	3	6	7	2	8		3	133	114.446	2	4	128	2,739

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE CLARK COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969- 1970

Johnson-O'Malley
No. of 8th grade graduates 1
No. of 12th grade graduates 4

AGE / GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.	2	4	1														7	5.006			6	6008
1		2	4														6	4.997			4	6407
2			1	4	2												7	5.778			7	6170
3				2	5	1											8	7.411			8	6055
4					1	2											3	2.917			3	5883
5							3	1									4	2.633			4	5554
6							1	4									5	4.389			5	5549
7									4								4	2.725			3	5481
8										1							1	.822			1	5248
El. Ung. 2/																						
TOTAL ELEM.	2	6	6	6	8	3	4	5	4	1							45	36.678			41	52355
9											4	4					8	5.481	2		8	4966
10											1	2		1			4	2.228			3	4693
11												2	3	1	1		7	5.517	1		5	4234
12													1	2		1	4	2.264			4	3289
Sec. Ung. 2/				1	1	1		2	1	1	1						8	6.392		1	7	1608
TOTAL SEC.				1	1	1		2	1	1	6	8	4	4	1	1	31	21.882	3	1	27	18790
TOTAL ELEM & SEC.	2	6	6	7	9	4	4	7	5	2	6	8	4	4	1	1	76	58.560	3	1	68	71,145

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.

2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.

3/ - Students known to have enrolled in another school of any type.

4/ - Number successfully completing current grade.

* - Figures must agree with IED-6 .

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE DOUGLAS COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 1
No. of 12th grade graduates 3

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		5															5	3.533			5	86
1			6	2													8	7.347	3		5	129
2				6	2												8	7.575			8	151
3					2	4	1										7	6.578			7	132
4						1	3	1									5	4.753			5	110
5							1	1	2	1							5	4.706			5	129
6								1	1	1							3	2.878			3	133
7									2	2							4	3.758			4	128
8										1	1						2	.906	1		1	137
El. Ung. 2/																						
TOTAL ELEM.		5	6	8	4	5	5	3	5	5	1						47	42.034	4		43	1,135
9												2					2	1.839			2	131
10													2				2	1.994			2	116
11															1	1	2	1.622			2	117
12															4	1	5	2.161		2	3	102
Sec. Ung. 2/																						
TOTAL SEC.												2	2		5	2	11	7.616		2	9	466
TOTAL ELEM & SEC.		5	6	8	4	5	5	3	5	5	1	2	2		5	2	58	49.650	4	2	52	1,601

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE ELKO COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969- 1970

Johnson-O'Malley
No. of 8th grade graduates 19
No. of 12th grade graduates 12

AGE GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		13	21	1													35	28.699	3		32	269
1			10	16	3												29	24.000	5		24	307
2				10	15	1											26	23.750			26	312
3					11	14	3		1								29	18.743	6		23	314
4					1	11	17	2	1								32	26.383	6		26	287
5						3	8	10	4								25	21.230	3		22	294
6								18	14	4							36	32.946	2		34	311
7									6	9	2	1					18	16.233	1		17	292
8										9	10		1				20	17.251	1		19	288
El. Ung. 2/					1	1	2		3								7	6.788			7	22
TOTAL ELEM.		13	31	27	31	30	30	30	29	22	12	1	1				257	216.023	27		230	2,696
9											10	16	8	1			35	28.203	4	3	31	325
10												8	12	1	3		24	19.710		4	17	250
11													5	8	4	4	21	13.937	7	4	11	232
12														9	3	4	16	12.383	2	2	12	223
Sec. Ung. 2/																						
TOTAL SEC.											10	24	25	19	10	8	96	74.233	13	13	71	1,030
TOTAL ELEM & SEC.		13	31	27	31	30	30	30	29	22	22	25	26	19	10	8	353	290.256	40	13	301	3,726

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE HUMBOLDT COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 14
No. of 12th grade graduates 6

AGE GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		14															14	10.307	2		12	105
1			13	2													15	14.811			15	146
2			1	12	5												18	17.469	1		17	145
3					13	3											16	15.124	1		15	150
4						10	3	2									15	14.378			15	138
5							10	3	1								14	13.679	1		13	142
6								6	9								15	13.566	3		12	132
7								2	2	5	1						10	8.818	2		8	145
8										10	2	3					15	14.342		1	14	122
El. Ung. 2/																						
TOTAL ELEM.		14	14	14	18	13	13	13	12	15	3	3					132	122.494	10	1	121	1,225
9											7	5	3	2			17	14.893	2		15	160
10											1	3	6	2			12	10.161			12	115
11													4	1	3		8	5.081	1		7	88
12														2	4	1	7	6.314	1		6	100
Sec. Ung. 2/																						
TOTAL SEC.											8	8	13	7	7	1	44	36.449	4		40	463
TOTAL ELEM & SEC.		14	14	14	18	13	13	13	12	15	11	11	13	7	7	1	176	158.943	14	1	161	1,688

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE LANDER COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 3
No. of 12th grade graduates 3

AGE GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		1		1													2	1.70			2	55
1			1	2													3	2.75			3	69
2				2	2	2											6	5.67			6	68
3				1		1	1										3	2.85			3	72
4						1	3										4	3.48			4	57
5							2	2									4	3.75			4	41
6								2	2								4	3.90			4	52
7										1							1	.90			1	59
8											3						3	2.80			3	54
El. Ung. 2/																						
TOTAL ELEM.		1	1	6	2	4	6	4	2	1	3						30	27.80			30	527
9										3	2	1			1		7	6.30		1	6	53
10												3	1	1			5	4.60	2		3	41
11														1	1		2	1.80			2	49
12														2	1		3	2.85			3	32
Sec. Ung. 2/																						
TOTAL SEC.										3	2	4	1	4	3		17	15.55	2	1	14	175
TOTAL ELEM & SEC.		1	1	6	2	4	6	4	2	4	5	4	1	4	3		47	43.35	2	1	44	702

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.

2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.

3/ - Students known to have enrolled in another school of any type.

4/ - Number successfully completing current grade.

* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE LYON COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 10
No. of 12th grade graduates 7

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		2	4	1													7	5.928			7	159
1			5	7	2												14	11.117			9	205
2				2	1	2											5	3.842			5	170
3					2	3	3										8	6.689			8	213
4						3	8	1									12	9.348	1		11	187
5							3	6	2								11	8.489	2		8	181
6								5	10								15	12.473			14	176
7								1	5	3	4	2					15	12.617			15	195
8										4	5	2					11	7.750	1		10	233
El. Ung. 2/				1													1	.890			1	29
TOTAL ELEM.		2	9	11	5	8	14	13	17	7	9	4					99	79.143	4		88	1,748
9										1	11	4					16	13.638			16	189
10												3	7	1			11	9.577			11	163
11													5		2	1	8	6.780		2	6	143
12														3	6	1	10	7.672		2	7	117
Sec. Ung. 2/																						
TOTAL SEC.										1	11	7	12	4	8	2	45	37.667		4	40	612
TOTAL ELEM & SEC.		2	9	11	5	8	14	13	17	8	20	11	12	4	8	2	144	116.810	4	4	128	2,360

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.

2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.

3/ - Students known to have enrolled in another school of any type.

4/ - Number successfully completing current grade.

* - Figures must agree with IED-6 .

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE MINERAL COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 10
No. of 12th grade graduates 2

GRADE / AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.		4	11														15	12.655	1		12	123
1			8	9	3												20	17.778			17	158
2				6	7	1											14	12.250			11	143
3					6	6	1										13	11.788		1	11	133
4						3	9	3	1								16	14.461			15	147
5							6	6									12	11.256			12	151
6								5	10								15	13.489	1		14	154
7									7	7	1						15	12.905			13	145
8										4	6						10	9.022			10	171
El. Ung. 2/																						29
TOTAL ELEM.		4	19	15	16	10	16	14	18	11	7						130	115.604	2	1	115	1354
9										2	10	2					14	12.102			14	160
10												1	4	1			6	5.332	2	1	3	151
11													2	2	2		6	4.669	2	3	3	147
12														1	3	2	6	4.466	1	3	2	137
Sec. Ung. 2/																						
TOTAL SEC.										2	10	3	6	4	5	2	32	26.569	5	7	22	595
TOTAL ELEM & SEC.		4	19	15	16	10	16	14	18	13	17	3	6	4	5	2	162	142.173	7	8	137	1949

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE NYE COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 5
No. of 12th grade graduates 2

AGE / GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.			1														1	.778			1	32
1			2	1	2	1											6	3.430	2		4	126
2				3	3												6	4.381	1		5	125
3					3												3	2.800			3	109
4						4	1	1									6	4.655	1		5	114
5								1	1								2	1.238	1		2	109
6								4	2	2							8	5.719	1		8	103
7											1						1	.878	1		1	106
8										3	2						5	4.627			5	88
El. Ung. 2/																						
TOTAL ELEM.			3	4	8	5	1	6	3	5	3						38	28.506	7		34	912
9																	0				0	79
10												2	2	1			5	3.586	1		4	78
11													1	1	1	1	4	3.871			4	62
12															1	1	2	1.838			2	56
Sec. Ung. 2/																						
TOTAL SEC.												2	3	2	2	2	11	9.295	1		10	275
TOTAL ELEM & SEC.			3	4	8	5	1	6	3	5	3	2	3	2	2	2	49	37.801	8		44	1,187

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE PERSHING COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 3
No. of 12th grade graduates 1

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.			2														2	1.0			2	58
1				4													4	3.5			4	61
2					2												2	1.8			2	48
3						1											1	1.0			1	54
4							1	2	1								4	3.7			4	42
5								3									3	3.0			3	58
6									1	3							4	3.8			4	54
7									1								1	1.0			1	54
8										2	1	1					4	3.6	1		3	52
El. Ung. 2/																						
TOTAL ELEM.			2	4	2	1	1	5	3	5	1	1					25	22.4	1		24	481
9												1	1				2	1.8			2	52
10													2	1			3	2.7			3	46
11													1				1	.7		1	0	33
12														1			1	.7			1	39
Sec. Ung. 2/																						
TOTAL SEC.												1	4	2			7	5.9		1	6	170
TOTAL ELEM & SEC.			2	4	2	1	1	5	3	5	1	2	4	2			32	28.3	1	1	30	651

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.

2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.

3/ - Students known to have enrolled in another school of any type.

4/ - Number successfully completing current grade.

* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE WASHOE COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969- 1970

Johnson-O'Malley
No. of 8th grade graduates 18
No. of 12th grade graduates 8

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.			25	4													29	26.218			29	2185
1				25	5												30	27.123			30	2477
2					25	6		1									32	28.931			32	2354
3						16	6	1									23	20.794			23	2331
4						2	16	11									29	26.218			29	2218
5								20	5	1							26	23.506			26	2188
6									16	4	3						23	20.794			23	2078
7										12	3	1					16	14.465	3		13	2120
8											13	5					18	16.273			18	2081
El. Ung. 2/									1	1							2	1.082			2	416
TOTAL ELEM.			25	29	30	24	22	33	22	18	19	6					228	205.404	3		225	20,448
9												6	3				9	8.136	1		8	2017
10													9				9	8.136	1		8	1949
11														9		1	10	9.041	1		9	1692
12															3	6	9	8.138		1	8	1445
Sec. Ung. 2/																						220
TOTAL SEC.												6	12	9	3	7	37	33.451	3	1	33	7,323
TOTAL ELEM & SEC.			25	29	30	24	22	33	22	18	19	12	12	9	3	7	265	238.855	6	1	258	27,771

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS & PROGRAMS BRANCH
(INDIAN EDUCATION)

JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA - 1/

ENTIRE WHITE PINE COUNTY SCHOOL DISTRICT
SCHOOL YEAR 1969 - 1970

Johnson-O'Malley
No. of 8th grade graduates 3
No. of 12th grade graduates 4

GRADE \ AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total JOM 1/ Indian Enroll.	JOM 1/ Indian A.D.A.	JOM 3/ Transfers	JOM Dropouts*	Total Completed 4/	TOTAL DISTRICT ENROLL-MENT
Kg.				1													1	.852			1	197
1			2														2	1.891			2	227
2				1	2												3	2.922			3	204
3					3	1	1										5	4.789			5	201
4						2	1										3	2.900			3	197
5							3	2									5	4.457			5	197
6								1	2								3	2.877			3	195
7									2								2	1.775			2	208
8										3							3	2.925			3	179
El. Ung. 2/																						23
TOTAL ELEM.			2	2	5	3	5	3	4	3							27	25.388			27	1,828
9											5	2					7	6.871			7	210
10												2					2	1.797			2	212
11													2		1		3	2.351		1	2	195
12															1	3	4	3.425			4	168
Sec. Ung. 2/																						8
TOTAL SEC.											5	4	2		2	3	16	14.444		1	15	793
TOTAL ELEM & SEC.			2	2	5	3	5	3	4	3	5	4	2		2	3	43	39.832		1	42	2,621

1/ - Johnson-O'Malley - Indian children residing on reservations or colonies.
2/ - In the first column, elementary ungraded students (El. Ung.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ung.) includes all special students of high school age.
3/ - Students known to have enrolled in another school of any type.
4/ - Number successfully completing current grade.
* - Figures must agree with IED-6.

NEVADA INDIAN DROPOUTS
FIVE YEAR SURVEY
Fiscal Years 1965-1970*

	1964-1965			1965-1966 *			1967-1968			1968-1969			1969-1970		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
TOTAL ALL COUNTIES	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
AGE 13	0	0	0	0	1	1	1	0	1	1	0	1	1	0	1
AGE 14	1	1	2	0	1	1	0	0	0	0	2	2	2	0	2
AGE 15	3	2	5	0	1	1	5	0	5	0	0	0	1	2	3
AGE 16	1	3	4	2	2	4	4	4	8	4	3	7	3	2	5
AGE 17	7	1	8	3	3	6	7	6	13	6	3	9	6	3	9
AGE 18	4	5	9	4	3	7	5	4	9	9	2	11	7	4	11
AGE 19	2	0	2	2	2	4	0	3	3	4	2	6	8	1	9
AGE 20	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
SPECIAL	0	0	0	0	0	0	0	2	2	2	0	2	2	1	3
GRADE 7	1	2	3	0	1	1	1	1	2	0	1	1	0	0	0
GRADE 8	1	0	1	0	1	1	0	0	0	0	0	0	0	1	1
GRADE 9	3	1	4	0	1	1	2	1	3	1	0	1	3	1	4
GRADE 10	1	3	4	5	2	7	5	5	10	4	3	7	5	1	6
GRADE 11	6	1	7	2	5	7	7	4	11	10	6	16	11	3	14
GRADE 12	6	5	11	4	3	7	7	4	11	8	2	10	7	5	12
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
GENERAL ACHIEVEMENT:															
INFO NOT AVAILABLE	0	0	0	0	1	1	0	2	2	0	3	3	0	3	3
GOOD	0	0	0	1	0	1	1	0	1	0	0	0	1	0	1
AVERAGE	7	7	14	2	3	5	3	2	5	6	0	6	5	2	7
POOR	11	5	16	8	9	17	18	13	31	19	9	28	22	7	29
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	25	12	40
ARITHMETIC SKILLS:															
INFO NOT AVAILABLE	0	0	0	0	1	1	2	3	5	1	0	1	4	3	7
GOOD	0	0	0	1	1	2	1	0	1	0	0	0	0	0	0
AVERAGE	6	8	14	3	1	4	5	2	7	6	0	6	3	1	4
POOR	12	4	16	7	10	17	14	12	26	18	12	30	21	8	29
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	29	12	40

- continued -

* - No dropout study made for
School Year 1966-1967.

NEVADA INDIAN DROPOUTS - continuation

	1964-1965			1965-1966 *			1967-1968			1968-1969			1969-1970		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
READING:															
INFO NOT AVAILABLE	0	0	0	0	1	1	2	2	4	1	0	1	4	3	7
GOOD	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0
AVERAGE	5	7	12	2	2	4	6	5	11	3	1	4	5	1	6
POOR	13	5	18	9	9	18	13	10	23	21	11	32	19	8	27
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
ATTENDANCE:															
INFO NOT AVAILABLE	0	0	0	0	1	1	0	2	2	0	0	0	0	3	3
GOOD	1	0	1	0	0	0	6	0	6	0	0	0	1	0	1
AVERAGE	3	6	9	1	2	3	5	4	9	7	2	9	7	2	9
POOR	14	6	20	10	10	20	11	11	22	18	10	28	20	7	27
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
RETENTIONS:															
INFO NOT AVAILABLE	4	1	5	0	1	1	3	2	5	17	11	28	13	2	15
NONE	6	9	15	9	9	18	13	12	25	3	0	3	13	5	18
ELEMENTARY	2	2	4	0	2	2	3	1	4	4	1	5	1	4	5
SECONDARY	6	0	6	2	1	3	3	2	5	1	0	1	1	1	2
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
ADJUSTMENT:															
INFO NOT AVAILABLE	0	0	0	0	1	1	3	2	5	8	6	14	4	3	7
GOOD	0	1	1	0	0	0	5	0	5	0	0	0	2	0	2
AVERAGE	8	8	16	6	4	10	7	6	13	3	3	6	4	4	8
POOR	10	3	13	5	8	13	7	9	16	14	3	17	18	5	23
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40
DELINQUENCY REFERRALS:															
INFO NOT AVAILABLE	1	0	1	0	1	1	5	1	6	12	8	20	0	4	4
NONE	12	7	19	3	9	12	13	11	24	4	3	7	15	5	20
ONE TO FIVE	4	3	7	7	3	10	4	5	9	4	0	4	10	2	12
OVER FIVE	1	2	3	1	0	1	0	0	0	5	1	6	3	1	4
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40

* - No dropout study made for
School Year 1966-1967.

-Continued-

NEVADA INDIAN DROPOUTS - continuation

	1964-1965			1965-1966 *			1967-1968			1968-1969			1969-1970		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
RELEASE FROM SCHOOL BECAUSE OF PHYSICAL OR MENTAL DISABILITY-	1	0	1	0	0	0	2	0	2	0	0	0	1	0	1
NEEDED TO WORK TO EARN MONEY TO ASSIST OR MEET OWN NEEDS -	0	0	0	2	1	3	0	0	0	4	0	4	0	0	0
MILITARY SERVICE ENLISTMENT -	2	0	2	1	0	1	1	0	1	1	0	1	4	0	4
DEATH -	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
EXPULSION FROM SCHOOL -	1	0	1	0	2	2	1	0	1	2	1	3	3	0	3
SUSPENSION FROM SCHOOL -	1	0	1	0	0	0	0	0	0	1	0	1	3	1	4
MARRIAGE OR MARRIED PREGNANCY-	1	6	7	0	0	0	0	1	1	0	2	2	0	0	0
UNMARRIED PREGNANCY -	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
GENERAL DISINTEREST IN SCHOOL SUBJECTS -	9	1	10	7	8	15	3	3	6	10	4	14	4	3	7
CONSISTENT FAILURE TO ACHIEVE IN REGULAR SCHOOL WORK -	1	1	2	0	1	1	4	12	16	1	0	1	7	3	10
COMMITMENT TO CORRECTIONAL INSTITUTION -	0	2	2	0	0	0	10	0	10	1	0	1	3	0	3
RELEASE FOR UNWILLINGNESS TO OBEY SCHOOL REGULATIONS -	0	0	0	1	0	1	1	0	1	4	3	7	1	0	1
REASON UNKNOWN -	1	2	3	0	1	1	0	1	1	1	1	2	2	4	6
TOTAL	18	12	30	11	13	24	22	17	39	25	12	37	28	12	40

* - No dropout study made for School Year 1966-1967.

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